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AUTHOR Barkley, Margaret V.; And Others
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ABSTRACT

Third in an annual series of State-sponsored inservice clinics for Arizona educators and administrators, the theme of the clinic attracted over 370 participants. Students and parents, as well as professional personnel, attended the two-day sessions. Program format included speeches, panel discussions, and the formation of task force groups to further identify problems of women and minorities and to suggest possible educational solutions to the problems. The presentations emphasized women in the working world, problems of working with low income groups, the role of career education, affirmative action programs, and State legislation. The objectives of the project and their fulfillment were as follows: at the end of the clinics (1) 65% of the participants did possess information about major Federal and State laws concerning employment of women and minority groups, (2) 75% of the participants were able to identify major problem areas which women encounter in becoming educated and/or employed, and (3) over 70% submitted a plan of action for their local districts for solving problems of women in occupational education. Participants recommended that funding for both regional and local clinics be continued. Appendixes include the clinic program and representative plans for local action. (RG)

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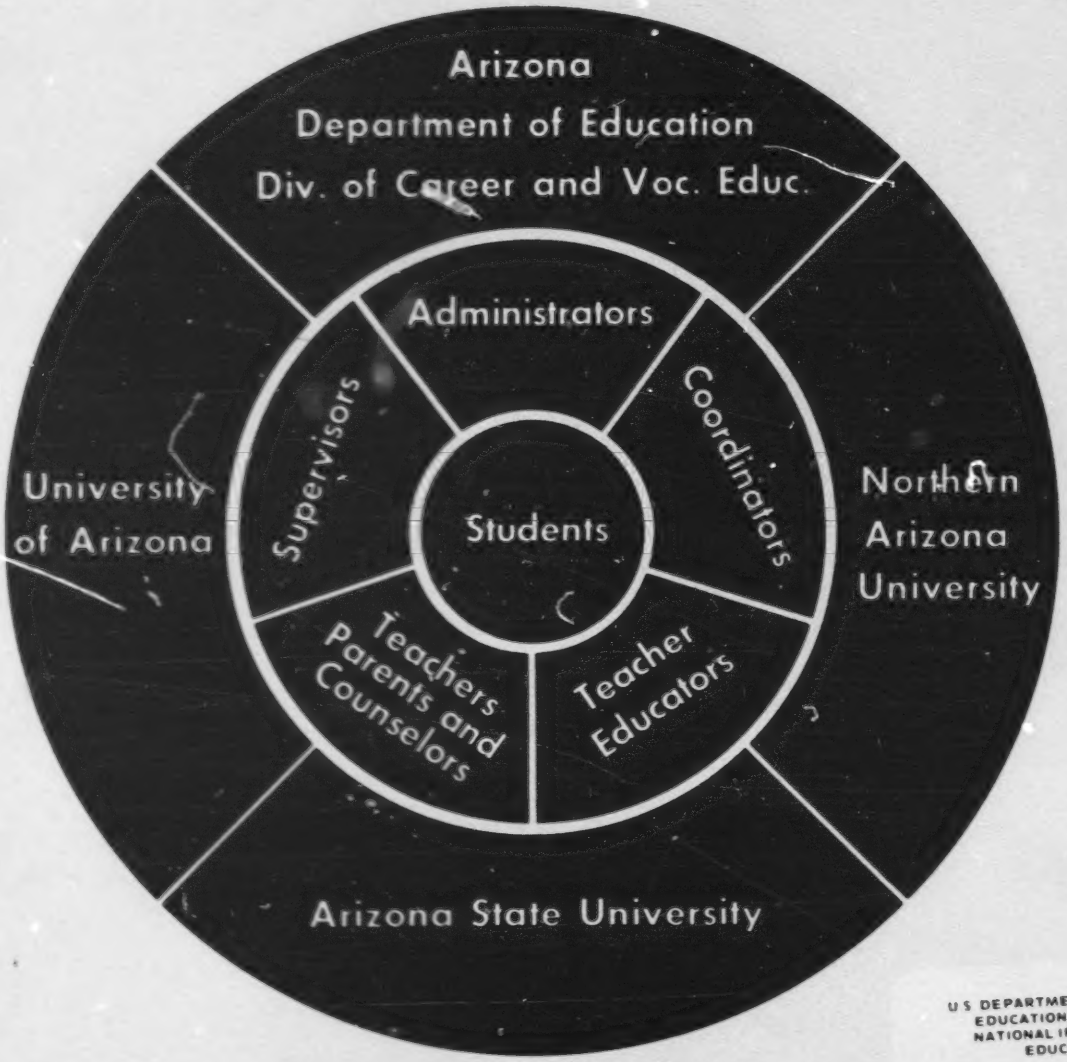

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FINAL REPORT

1974-1975

CLINICS FOR ADMINISTRATORS OF WOMEN IN OCCUPATIONAL EDUCATION

Submitted by:

Margaret V. Barkley, Project Director
Arizona State University
Doris Manning, Assistant Director
University of Arizona
Robert Wooldridge, Assistant Director
Northern Arizona University

Carolyn Warner
Superintendent of Public Instruction
Arizona Department of Education

Eugene Dorr, Asst. Supt. for Career Ed.
and Director of Vocational Education
Arizona Department of Education

Robert Kerwood, Director of
Professional Development
Arizona Department of Education

VT 102766

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program of activity receiving federal financial assistance." Therefore, this clinic must be operated in compliance with this law.

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SUMMARY ABSTRACT OF PROJECT,
CLINICS FOR ADMINISTRATORS OF WOMEN
IN OCCUPATIONAL EDUCATION

The proposal for the project, A Series of Clinics for Administrators of Women in Occupational Education, was submitted to the Division of Career and Vocational Education for suggestions and evaluation. After minor changes, the revised proposal was approved for funding in August, 1974.

Over 1500 invitations were issued for the clinic to superintendents and principals of schools serving students at seventh grade or above; department chairpersons; guidance counselors; local directors; career directors; teacher educators; personnel of the Division of Career and Vocational Education; community college presidents and deans of occupational education. Out of that number, over 370 were in attendance, including some university students who were not reimbursed.

The objectives for this project and their fulfillment were as follows:

At the end of the clinics

1.1 Sixty-five percent of the participants did possess information about major federal and state laws concerning employment of women and minority groups. The participants were not informed about grievance procedures because the U.S. Equal Opportunity Commission was unable to send a representative from the Phoenix Office because of the heavy work load of its employees.

2.1 Seventy-five percent of the participants were able to identify major problem areas which women encounter in becoming educated and/or employed.

3.1 Over seventy percent of the participants submitted a plan of action for their local districts for solving problems of women in occupational education.

In-service clinics of two days each were held in three locations. On October 7 and 8 there was a clinic in Flagstaff; On October 10 and 11 in Tucson; and on October 24 and 25 the last clinic was held in Tempe. Opening the conference was an associate or deputy associate from the Division of Career and Vocational Education who gave an overview of the clinics. In the presentation, some myths about women workers were disproven and statistics were given about women workers. "Recommendations for Helping New Jersey's Vocational Education Programs to be Responsive to the Laws of Equal Employment and Training Opportunities" were presented to the audience and participants were asked to judge their appropriateness for Arizona.

Dr. Mary Ellis, President, American Vocational Association, stimulated the audience to think about the reasons why women are stereotyped into the types of positions they hold. She also made suggestions to the participants on ways that occupational education might improve education for women.

Professionals who work with low income groups pointed out these groups often do not identify agencies that can assist them. Also, the self concepts of low income individuals are often so poor that they view themselves as unable to take advantage of opportunities presented to them. Lack of money to become educated and poor role models were also mentioned as deterrents to success in employment and education.

A panel of students was asked if they had chosen career goals, how they selected them, and if they had any obstacles for choosing non-traditional ones. Both male and female students felt they should be exposed earlier to a variety of careers so they could explore a large number of possible career choices. Also, they indicated parents, other family members, teachers, counselors, and peers should not put pressure on either sex to enter traditional careers. Teaching materials in the classroom were discussed, and students felt that they were becoming less sex oriented, but that there is still room for improvement.

Task force groups of different types of participants met together to further identify problems of women not emphasized in previous presentations. Some problems identified were: fear of change by both males and females; re-entry of females into education and/or employment; size of families among minority groups; the attitude of husbands toward wives' jobs as secondary; and lack of quality day care for children so women did not have to feel uneasy about leaving their children. The task force groups felt both counselors and teachers should learn more about emerging careers.

A career coordinator from the same geographical area of the clinic gave ideas about what career education is attempting to do to erase sex stereotyping. In many career projects, simulated work experiences are developed in which both boys and girls take non-traditional roles.

Representatives from business, educational institutions, government agencies presented their affirmative action programs. Many of them have definite training courses so that women can upgrade their skills and enter administrative positions. One engineering company is taking minority and female students from a junior high and letting them work during the summer to learn about a variety of careers in its own establishment. If the students stay with the program, they will give them scholarship money for college.

Task force groups then met in local district or area groups to formulate a plan for implementing the clinic concepts in local situations. Representatives from the state legislature commented on the new state legislation which has given both men and women equal rights in terms of obtaining credit. Since Arizona is a community property state, until the new law was passed, women could not even own or sell property. Now, either spouse can manage personal property. Arizona also has a no-fault divorce law which allows dissolution of marriage. Child custody still carries fault, and children are awarded to the parent best able to care for them. There are still needed changes on the certification of child care centers, child abuse and neglect, and better laws about rape which can be introduced into the next legislative session.

After evaluation of the objectives and the presentations, and the submission of the plans of action for local situations, the clinic was adjourned. The evaluation indicated that this series of clinics seemed to be the best of the three in-service ones offered.

Rationale for the Clinics

The evaluation of the 1973-1974 clinics, Evaluating Occupational Programs, indicated that the participants felt strongly that further clinics should be offered. The clinics enabled those in attendance to keep up-to-date in new trends in vocational education, obtain suggestions for writing proposals and exchange ideas with those in similar positions.

Eugene Dorr, Robert Kerwood and Margaret Barkley attended a regional workshop, Women in the World of Work, in Las Vegas during January, 1974, and were challenged to implement a similar experience for vocational educators in Arizona. Since concern about women in occupational education was high on the national priorities, it was decided to structure the theme of the next clinic to that topic.

Setting Up the Clinics

The project was written for the clinics and submitted to the Division of Career and Vocational Education by Robert Kerwood, Arizona Department of Education. This agency decided again that the clinics should follow the same format of holding the clinics at three locations - University of Arizona, Tucson; Northern Arizona University, Flagstaff; and Arizona State University, Tempe. Assistant project directors, Robert Wooldridge, Northern Arizona University, and Doris Manning, University of Arizona, were selected to assist again with the project since rapport had already been established with nearby school districts, and they would be able to obtain parents and students for the clinics. Also, since the physical arrangements had been satisfactory at the two previous clinic series, both of these persons could execute comparable arrangements again.

The advisory committee for the project met and planned the initial series of clinics. This committee concurred with the participants from last year that local clinics following the initial series could be valuable by involving local personnel in occupational education for in-service education. The members of the committee were as follows:

Mr. Dean Frey, Coordinator of Cooperative & Career Education, Maricopa County Community College District
Dr. Richard Froese, Director, Occupational Education, Phoenix Union High School District
Dr. Robert Kerwood, Director, Professional Development, Arizona Department of Education
Dr. William Konopnicki, Coordinator for Career and Vocational Education, Gila, Graham & Greenlee Counties
Dr. Doris Manning, Chairman, Department of Home Economics Education, University of Arizona
Mrs. Shirley Mannion, Deputy Associate Superindendent for Evaluation, Arizona Department of Education
Mrs. Clio Reinwald, Director, Home Economics Education, Arizona Department of Education
Dr. Robert Wooldridge, Chairman, Department of Industrial Education, Northern Arizona University

After the advisory committee meeting, over 1,000 invitations and brochures were sent by the Arizona Department of Education to school administrators; local directors; career project directors; county coordinators; teacher educators and to the staff of the Division of Career and Vocational Education, Arizona Department of Education. School administrators were urged to have department chairpersons, counselors, local directors and other vocational personnel accompany them to the clinics.

It was not necessary to limit participation because the numbers applying did not exceed the registration possible for the clinics, but the following criteria was used in planning the participation of the clinics:

1. The participants should come from the three geographical areas in Arizona - northern, central, and southern.
2. All types of schools should be represented - rural or small town, suburban and urban.
3. All ethnic groups should be in attendance - Indian, Anglo, Black, Mexican-American and Oriental.
4. All individuals to be reimbursed for expenses should be actively engaged in administering or teaching occupational education.
5. All types of educational institutions - community colleges, post secondary, universities and secondary schools should be represented.
6. Individuals holding the many types of positions in occupational education should be encouraged to attend the clinics.

The Division of Career and Vocational Education was contacted to determine which representative would present the opening address for each clinic location. Dr. Mary Ellis, President, American Vocational Association and American Technical Society, and Director of Technical Education Research Centers, was engaged as consultant for each of the clinics. Local directors and county coordinators were asked to assist the director and assistant directors in obtaining parents, students and members of the panels to participate in the clinics. An effort was made to obtain a representative group of students from both rural and urban schools and from a variety of vocational classes. Every effort was made to structure the clinic so a similar model could be followed by a local educational agency.

The Clinics in Session

The clinics were structured so that the program format could be duplicated as much as possible in the three locations. In most instances, resource persons were not the same in all locations.

The first clinic was held in Flagstaff on October 8 and 9, 1974, in the Applied Science Building, Northern Arizona University. The second one was conducted at the University of Arizona, Student Union Building, on October 10 and 11. The site of the last clinic was the Memorial Union, Arizona State University on October 24 and 25. At the end of the clinics, participants were to fullfill the following three objectives:

Possess information about major federal and state laws concerning employment of women and minority groups and agencies which handle grievance situations.

Identify major problem areas which women encounter in becoming educated and/or employed.

Develop a plan of action for a local district for solving problems of women in occupational education.

The opening address was given by Mrs. Shirley Mannion, Deputy Associate Superintendent for Career and Vocational Education, in Flagstaff. At Tucson, Eugene Dorr, Associate Superintendent for Career and Vocational Education delivered the same presentation. William Anderson, Deputy Associate Superintendent for Career and Vocational Education, delivered the address in Tempe. The speech was as follows:

WOMEN IN THE WORK FORCE: AN ORIENTATION
Mrs. Shirley Mannion
Mr. Eugene Dorr
Mr. William Anderson

It is a pleasure to be with you this morning, and be a part of the third series of workshops funded by the Office of Education in cooperation with the Arizona Department of Education and our three universities.

Today's workshop culminates over a year's planning to make it possible for administrators, supervisors, local directors of occupational education, department chairpersons of vocational programs, state staff members and teacher educators to learn more about the concerns of women---especially those in the low income group.

We are extremely pleased with the opportunity to have also in attendance outstanding leaders, students, and parents to help us in our deliberations for these two days.

Dr. Barkley and her staff of resource people are to be commended for putting together this program in cooperation with the advisory council which consisted of representatives from the Arizona Department of Education, Division of Career and Vocational Education, University of Arizona, Northern Arizona University, Arizona State University, community colleges, county coordinators, and local directors. The specific people who served in this capacity are listed on your brochure.

First let us address some of the aspects of the problem. To quote from a statement made before the Senate Judiciary Committee regarding the Equal Rights Amendment, remarks made by Bernice Sanders:

> "Sex prejudice is so ingrained in our society that many who practice it are simply unaware that they are hurting women. It is the last socially acceptable prejudice. The chairman of a (university) department sees nothing wrong in paying a woman less because she is married and therefore doesn't need

as much, or paying her less because she is not married and therefore doesn't need as much."

Further, here are some commonly held myths of women in our society:

1. A woman's place is in the home.
2. Women aren't seriously attached to the labor force; they work only for extra money.
3. Women are out ill more than male workers; they cost the company more.
4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.
5. Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.
8. The employment of mothers leads to juvenile delinquency.
9. Men don't like to work for women supervisors.

However, in reality:

1. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.

2. Of the nearly 34 million women in the labor force in March, 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.

3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

4. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

5. There were 19.8 million married women (husbands present) in the labor force in March, 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

6. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring twenty-two inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in fourteen, women excel in six, and men excel in two.

7. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

8. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

9. Most men who complain about women supervisors have never worked for a woman.

Also, let us pull out a few of the most significant facts regarding women workers. This data came from the United States Department of Labor Employment Standards Administration, Women's Bureau.

Did you know that . . .

1. Nine out of ten girls will work at some time in their lives?
2. More that 33 million women are in the labor force; they constitute nearly two-fifths of all workers. Some four million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.
3. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.
4. The more education a woman has, the greater the likelihood she will seek paid employment. Nearly seven out of ten women forty-five to fifty-four years of age with four or more years of college are in the labor force.
5. Women workers are concentrated in low-paying dead-end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year round.
6. Unemployment was lowest for white adult males (3.6 percent) and highest for minority teenage girls (38.6 percent) in 1972.
7. About one out of eight families is headed by a woman; almost two out of five poor families are headed by a woman; almost three out of five poor black families are headed by a woman.

8. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families thirteen percent have incomes below $4,000 if the wife does not work; four percent when she does work.
9. Women are about two-fifths of all professional and technical workers but only about one-sixth of all non-farm managers and administrators.
10. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.
11. Few women are at the top of the professional ladder. One-half of 1% of women workers earn over $10,000 per year.

The changes occurring related to women in the work force are in fact coupled with the American revolution which is presently taking place in the work force. This revolution has also spread into all areas, including education. Sensitivity to the problems of sexism and sex discrimination in education is indeed vital to overcoming either apparent or real obstacles to offering equal opportunities for girls and women in the State of Arizona and the Nation. We can no longer afford women and girls being displayed in stereotype roles either in verbal or written communications with the public schools.

Vocational educators as a part of the total school community must see to it that women are guaranteed equal employment and training opportunity with men. For example, the State Board of Education in New Jersey has passed the following resolution:

> "The Commissioner of Education and the New Jersey State Board of Education are committed to provide equal educational opportunity to every individual regardless of race, creed, color, religion, sex, age, place of residence, and social or economic background, and . . . this commitment cannot be realized as long as existing cultural patterns continue to place women in predetermined and subordinating roles . . ."

The New Jersey State Department went a step further in responding to the laws of equal employment and training opportunity by offering the following fourteen recommendations aimed at assisting Vocational Education Programs:

1. Awareness of vocations for all from kindergarten to adult should carefully exclude both subtle and open sex labeling of occupations; when specific clusters of occupations are studied, neither sex should be automatically excluded.
2. Students of all ages should be helped to discover their abilities, interests and talents as individuals rather than as conformists to sex-stereotyping.
3. K-adult units of study should give attention to combining work and leisure through various life stages, and emphasize possible job and career changes and their effects.

4. Job analysis should de-emphasize sex-linked attributes and emphasize actual competencies needed, so that recruiting for training in any field might insist on real requirements.
5. Vocational counseling and training of mature women should be emphasized in order to help more and more women break into the skilled trades and other occupations ordinarily chosen only by men.
6. Women should be recruited and promoted for teaching and administration in all areas of vocational education in local, county, and state educational agencies on the basis of their competencies and as consistent with existing legal requirements.
7. The whole range of curriculum materials at all levels should depict both men and women participating in all kinds of work.
8. Courses should emphasize women's contribution to our civilization and culture along with men's contributions.
9. Feminist literature relating to employment should be given significant presence in collections assembled by school libraries.
10. Cooperative education, school work release programs, summer work-study, and job placement programs should insist upon no discrimination in employment because of sex in any agreements or contracts undertaken with employers.
11. Sex-stereotyping should be eliminated in school clubs, school teams, and school publications.
12. Facilities for vocational education and related studies should be planned and used to eliminate sex discrimination and to promote equality of opportunity.
13. Public relations concerning vocational education should stress the availability of such courses to both female and male students.
14. The school's official policy of equal opportunity should be announced to the community and be distributed to all staff, all students, all parents, and be posted throughout the building.

After much review and deliberation, we in the Division of Career and Vocational Education of the Arizona Department of Education would like for you to consider these fourteen recommendations for a possible presentation to a local or State Board of Education as a follow-up activity to these EPDA clinics.

We hope that through these recommendations, we will be able to establish a framework for renewing the educational delivery system in Arizona so that it will be free of sexism and sex discrimination.

To be sure, the success of the clinic will be determined by what you do in your local district. For example, you may want to consider:

1. Examining curriculum materials for sexual biases.

2. Revising recruitment practices so that both sexes are made to feel welcome in all vocational classes.
3. Having educational presentations show women participating in a variety of careers.
4. Developing materials that can be used in any vocational class on agencies which file discrimination complaints.
5. Having employed students keep logs of tasks accomplished to ascertain if both sexes are capable of doing the same work.

Other components of a local plan should reflect the creativity of you who are in attendance today. In looking toward the remainder of the program, provisions have been made for you to share time and experiences with one of the outstanding leaders in the nation, Dr. Mary Ellis, the President of American Vocational Association. We are indeed privileged and thankful for her presence with us today. We also have the opportunity to share time with a panel regarding low income groups. Career education efforts at the local level are also included.

It has been arranged for a presentation by a prominent legislator in your area to look at state legislation which applies to women. Operation problems in agencies will also be presented along with adequate time for task group work and local planning.

The changes occurring as a result of former EPDA clinics in the area of planning and evaluation have made significant impacts on vocational education programs on the elementary, secondary, junior college, and university levels in Arizona. Therefore, we look forward with much anticipation to the success expected in your educational programs as a direct result of these clinics.

It seems that we have today the components necessary to achieve success: An excellent program, supported by outstanding staff and resource persons, and located in an environment conducive to a higher level of learning.

On behalf of the Division of Career and Vocational Education in the Arizona Department of Education, it is a real pleasure to be a part of such an important meeting. Best wishes for a successful clinic!

Following the presentation from the Arizona Department of Education, Dr. Mary Ellis, Director of Technical Education Research Center in Washington D.C. and 1974-1975 President, American Vocational Association and American Technical Society, gave the following address, "Women and the Working World." A condensed version is as follows:

SUMMARY OF WOMEN AND THE WORKING WORLD
Given by Mary L. Ellis

Unfortunately, many of us are not always aware of the problems of women. When I was first asked to speak on the topic, "Problems

of Women Workers," I wasn't interested. Upon reflection, I became aware that I should be interested, for all of us need to be aware of and concentrate on the problems of women.

We unconsciously stereotype people by sex and historically we assign women to such usual positions as nursing, secretary, teaching, etc. Let me suggest that jobs do not have a gender, and we limit women's job options by assigning them to stereotyped positions and not giving them non-stereotyped options in either education or work.

Look at the vocational education system. There are few women who are state or local directors, or in any type of policy-making positions and only a small number of women serve on advisory committees. The heads of Technical Education, Industrial Arts and Agricultural Education are all men. In reality there are few role models of women in top administrative positions. We have not prepared women for administrative positions and until lately, females have been discouraged from preparing for such positions.

Men frequently obtain positions through an informal patronage system operating where men suggest their friends for jobs. Women do not use a similar system. In fact, women are not always supportive of their own sex, and they often think only of short term jobs rather than long term career goals. Men, however, perceive jobs as careers which are accepted by their families, friends and associates. Women in careers may not attain the same acceptance.

The number of women in the labor force is rapidly expanding. By 1990, it is predicted that women will outnumber men. Women, however, have regressed in terms of salaries for they only make 59 percent of what men make. The salary differential is worse now than in the 1950's. Most women work because of economic need rather than providing frills for a family. Women, like men, need equal pay for equal work.

Many of the problems of women workers are problems of values and attitudes. Values and attitudes are constantly operating when we discriminate between such as young and old; pretty and ugly; slim and fat; intelligent and dumb; tall and short; and even long and short hair. We also assign attitudes and values to roles and particularly to jobs held. Unfortunately, we college professors are more valued than elementary teachers and white collar workers are more highly valued than blue collar workers. Through programs such as this and others, old values and attitudes are being examined by responsible women and men and changes of attitudes and values are occurring.

There are also social changes taking place which are affecting women in the working world. Some of them are:

1. The use of the pill which enables women to plan careers.
2. The Women's Movement which has helped women become aware of their abilities, and men too are becoming conscious of women's abilities.
3. The widespread use of awareness groups now operating.

4. Inflation which makes it necessary for many married women to work.
5. Federal and state legislation which prevents discrimination against women. For example, Title VII, Civil Rights Act has been amended to be the Equal Opportunity Act of 1972 which prevents discrimination by any organization which uses over $10,000 in federal dollars.

The federal government, however, is not fully committed to the development of women. Delays in issuing guidelines, lack of enforcement of legislation and an uncoordinated commitment on the part of federal agencies has led to the lack of development of human resources. Fifteen billion dollars though have been allocated to the development of natural resources. When we talk about the problems of women, we are identifying with a sociological problem which deals with attitudes, values and role identification. We often have to force change in behaviors through legislation before changes in attudes follow. Changes must also take place within ourselves. Some ideas that you as occupational educators might consider are:

1. The local educational agencies, community colleges, universities and the State Department of Education should regard each other as equals and work together to offer quality occupational programs.

2. Since more mature women will continue to enter the labor market, flexible occupational programs should be designed for them with open entrance and open exit.

3. There is need for quality vocational programs which implies:
   a. up-to-date curriculums (not 1950's one).
   b. research "risk money" to establish new innovations or totally new programs. (We can learn from failures as well as successes.)
   c. relevant teacher education programs.
   d. examination of policies by all boards so those that need reforming to prevent discrimination receive attention.

4. Affirmative action plans be formulated which offer training and opportunities for women to have upward mobility. (This does not imply reverse discrimination.)

5. There must be social reforms in the family, schools and churches so women have equal opportunities.

6. Establishment of quality day care centers so women are free to pursue careers.

7. Counseling practices which encourage both men and women to enter fields of their choices rather than stereotyped careers.

8. Recruitment activities which recruit women into new fields.

9. Interpretation of occupational programs through public service time showing men and women in all types of programs.

10. Manpower projections should be examined so educators develop programs which correspond with the greatest possibilities for employment.

We cannot solve all the problems of women immediately, and certainly women should not receive favored treatment just because they are women. They must make their wants known and be prepared to take the responsibility when their wants are granted. Both men and women must strive jointly to take full advantage of opportunities to achieve what is vital for society and the nation. The song, "Let Me Be Me," is an appropriate symbol for individuals being educated today.

Panels of Individuals Working with Low-Income Groups

The panels at each location addressed themselves to the following questions:

1. What do you see as problems of the low-income individuals with whom you work?
2. Are the problems of men and women different?
3. Are junior and senior high students affected by the low-income environment?
4. How do you see education as helping with the problems of low-income persons?
5. What special responsibility do you perceive occupational education has toward them?

At the Flagstaff clinic, Ronald Brambila, Educational Counselor, LULAC Services, commented that there are three problems largely in working with low-income persons. These problems are unemployment, underemployment and confrontation with the police. The social service deliveries, such as welfare and educational agencies are often insensitive or lack understanding of low-income groups. Just one problem is frequently dealt with when it is only symptomatic of deeper problems. There is often lack of coordination between agencies so some services may be duplicated while others are non-existent. Continuity may be lacking so recipients cannot count on the services, or the agencies do not reach out enough to the individuals who need the assistance.

Mrs. Georgia Sorrell, Home Economist, Navajo Utility Company, indicated that problems seem most acute with families just above the poverty level. The poverty families receive enough help to at least exist, but families who work at low-paying jobs are penalized. One example is in the self-help housing area. When the wife goes to work in order that the family may live better, both the rent and utilities for self-help housing raise completely out of proportion. Such raises take away the incentive for families to help themselves. Children are especially affected by instances where families receive more by not working. They lose incentive to do better and often fall back into the same environment their parents experience.

Joe Montoya, Director, Coconino County Community Services, commented that there are many multi-problem families with economics and health being the primary problems. A woman especially has a difficult time finding a job that pays adequately to keep a family. If she finds a job filled when making application, she often will not try again or feels that she can only occupy a lesser job. Mr. Montoya again emphasized that welfare families lose important benefits, such as health services, when they take a low paying job which does not pay enough for them to provide these services for themselves.

Mrs. Pat Fabritz, Coconino County Recorder, stated that she employs six to sixteen minority persons, especially women, during the busy times. Some of them need encouragement to feel comfortable because they have low self-images from years of doing without and suffering. Supervisors working with part-time employees can help them upgrade their skills by providing in-service education. Most of them cannot qualify initially as the entry levels are so high for full time positions.

Mrs. Hickman, a Flagstaff parent, feels that the main problem of individuals from low-income families is lack of self esteem. Schools, she said, must begin early to help children raise their self images by encouraging them at the Head Start level to talk about themselves. Putting up pictures of successful minorities is also a good device to improve the self esteem of minority children. Many parents who receive Aid to Dependent Children are not proud of receiving this aid, therefore, those dealing with these people should encourage them to better their lot by earning a G.E.D. certificate. Mrs. Hickman indicated that if low-income families can only educate one child, then a male should be chosen.

At the Tucson clinic, Reuben Horner, Director of the Neighborhood Youth Corps, believes that the largest problem low-income families have is having enough money for the children to stay in school. Girls even more than boys, have trouble with having money for school expenses. In placing youth on summer jobs, Mr. Horner stated that they found health problems such as diabetes, hearing, and sight difficulties which were correctable. Language barriers also create school problems for bi-lingual youngsters. Mr. Horner believes that low-income children, girls in particular, are not exposed early enough to vocational careers.

Mrs. Thelma Hearn, a member of the Tucson District #1 Advisory Council, commented that lack of food and clothing creates problems for low-income children. They become aware very early that they do not have what other children have. Lack of exposure to a variety of experiences makes low-income children deprived early, for that reason busing out of the neighborhood has advantages. Even young girls having children out of wedlock may be because of lack of knowledge.

If women with children try to work, Mrs. Hearn indicated, it means that their children are on the street because they cannot make enough to pay for child care and support a family. Most of the women on welfare are ashamed of it and hate for their children to have to ask for free lunches and clothing. Some of these mothers end up pushing their children so hard to get an education that the children rebel.

Mr. Art Villaescusa, Civilian Director of Personnel, Davis Monthan

Air Force Base, stated that his agency has tried to work with a number of other agencies such as Manpower, Vocational Rehabilitation, WIN and others, to improve the employability of the 2,000 people they employ from the Tucson area. Through the summer program, youth have been introduced to a variety of careers and counseled on qualifications for specific careers. Mr. Villaescusa believes one of the largest problems of low-income individuals is fear of the unknown so they need exposure to varied experiences. Lack of transportation often causes low-income people to live limited lives. He also agreed with Mrs. Hearn that women have a difficult time, especially when they are the breadwinners for single parent families. Operation Mainstream is an example of where low-income adults are assisted in upgrading employability skills and assisted in job placement.

Mr. Don Peterson, Superintendent, Indian Oasis School District #40, feels the Indian population is particularly in a bad situation because they have been so dominated that they are unable to make decisions. It takes education to be a good decision-maker so the schools must let them practice decision-making at school.

At the Tempe clinic, Mr. Jack Riddle, Director, Phoenix Skill Center, stated that 86 percent of the students at the Skill Center are school dropouts. The students have often commented that they felt like "push-outs." These students don't like structured situations, but they learn to accept them. For example, everybody at the Skill Center punches a time clock. Some of the major problems of low-income families are the lack of money for the proper care of their children, poor health, dental problems and alcoholism.

Mrs. Lottie Wyatt, Counselor at East High School, feels that there is a lack of relationship between school and life for low-income students. Time and money management for these students is used for providing pleasure and not for future planning as taught by schools. Most low-income families live in neighborhoods where they pay more for groceries, gasoline and credit which compounds the problem of having little money. Mrs. Wyatt indicated that there are divisions among poor families, such as those temporarily poor because of injury to the breadwinner, those on marginal incomes who live in housing projects and those who are permanent welfare recipients. (They may also live in housing projects). The different types of families have varied aspirations for their children so it is important to find out their aspirations and try to raise them gradually. Mrs. Wyatt also stated that grandmothers have considerable influence in some of the families, therefore, they should be contacted to assist with the education of children.

Mrs. Myrtle Brown, Supervisor of Occupational Education, WIN Program, stated that the major problems she found among the women she serves is a lack of confidence, unreliable transportation, and guilt feelings about leaving their children. In order to help them, time is spent with personal grooming, opportunitites are presented where the participants make decisions, and they are encouraged to give reports in front of the class.

Mrs. Louise Williford, Instructor, Arizona State Prison, indicated that the women who are in her vocational program have special problems. They have very poor self-concepts, and they are usually without salable

skills when they are released. Few vocational classes are offered to women so only a limited number can be rehabilitated.

Panel of Students

Following luncheon, a panel of students was asked the following questions:

1. Have you chosen a career goal? If so, how did you come to your conclusion?
2. Do you feel that you were counseled by guidance counselors, teachers, parents, other interested persons about a total spectrum of careers or were you counseled to go into careers that are largely thought of as "women careers" or "careers for men?"
3. In your classes, do you believe the textbooks, teaching materials, such as filmstrips, movies, dittoed sheets are free from sexual discrimination?
4. How soon did you learn of occupational fields available to you?

Most of the students indicated that they had already chosen a tentative career goal, and most of them selected this goal during their junior or senior years in high school. Those in cooperative education programs felt that being in the working world part-time gave them the opportunity to clarify whether or not their career goals were realistic for them. They also indicated that vocational youth organizations, such as HERO, VICA, DECA, FHA, FFA, OCE, gave them added exposure to a variety of careers. By participating in community service and fund-raising activities students were able to learn different skills that can be applied throughout life. Students indicated that they were encouraged, with few exceptions, to enter the usual stereotyped careers for their particular sex. Peers and family members sometimes harassed them if they entered unusual careers. For example, one girl who was entering the construction field was discouraged by her classmates, a counselor and a family member. Boys were pushed more than girls into careers that required a college education and were discouraged from entering vocational fields.

Students commented that they learned about careers from a variety of sources. Teachers play an active part in encouraging them to enter certain fields. Their friends, parents and other adults also influence them in the choice of a career. They indicated that teachers and counselors can play both negative and positive roles in helping students make career choices. The comments they make or their unspoken attitudes do influence students. Panel members felt that discrimination against minorities and females is becoming less and less.

When asked about whether or not teaching materials contained sexual biases, they answered that the new materials do not. Both males and females of different cultural groups are shown in all types of jobs. If the materials have an old release date, then filmstrips, films and reading materials do indicate stereotyped roles for men and women.

Parents

After the student panel, parents were asked to contribute comments.

The parents were unanimous in indicating that boys and girls should be introduced to a wide range of careers early in their schooling. All classes at the high school level should be open to both sexes, they indicated, so students can pursue either their avocational or vocational interests. It is only lately that schools have not limited certain classes to only one sex.

The parents commented that they perceive their role as one of guidance although sometimes it is difficult not to impose their own ideas and aspirations upon their children. They have a tendency to push for a college education even though their children may want to enter an occupation which does not require a college degree. Parents also felt that they should be better informed of the potential new emerging fields such as in the health occupations.

Task Force Groups

Task Force Groups were then formed to further identify problems of women and minorities and suggest possible educational solutions to the problems.

Summary of Task Force Groups on the Problems of Women

Problems Listed	Possible Educational Solutions
1. Women have lower incomes than men do.	All occupational programs should admit both sexes and teach procedures for filing grievances.
2. Women are not in administrative positions.	Females should be helped to plan careers early in life and set their sights higher in the career selected.
3. Women and men both occupy multiple roles.	Early exposure to both male and female life roles and responsibilities seems desirable.
4. Women have personal guilt feelings because they work outside the home	Assistance should be given to working women with self identification and value decision problems through "awareness groups" offered in adult classes.
5. Some women do not have a choice to work because of: -- death -- divorce	Prepare each female with a salable skill before she exits from school. Educational institutions should make known that low cost education is available for any individual at any age level. Vocational students should be trained to provide quality day care for working mothers.

6. Women are not really listened to when major decisions are made at the educational level.	Parents and schools should teach females to express their ideas early in life about important issues.
7. Women often receive more severe punishment than men for similar crimes.	Classes can make comparisons of prison sentences given to men vs. women and try to change the situation.
8. Single and divorced women experience difficulty in obtaining credit.	Vocational classes can inform women how to file grievance charges when discriminated against.
9. Cultural patterns need examining to ascertain if the values held are compatable with contemporary society.	Students need wide exposure to different cultural values so they can examine their own values for validity.
10. Traditional roles of men and women hinder both sexes from accepting jobs in certain areas.	Schools should educate to eliminate roles and should expose both sexes to a variety of careers even in junior high school. Office education should be called Business Education.
11. Women cannot obtain part-time jobs which would enable them to work while children are in school.	Vocational educators should work with industry to eliminate the prejudice against part-time workers.
12. Some individuals lack an awareness that discrimination exists.	Classes could have assignments to observe discrimination in many situations, e.g., toward the elderly, teenagers, persons with accents, etc.
13. There is lack of self-confidence in women who occupy supervisory roles.	Management seminars/workshops can be designed to provide assistance to women holding or wishing to be supervisors.
14. Women are apathetic concerning job opportunities.	Teachers can share labor statistics with girls and help them perceive desirability of career goals.
15. There seems to be automatic transmission of role stereotypes from birth.	Parent education can assist adults to become conscious of putting children into stereotyped roles dependent upon sex.
16. There are differences in male and female perceptions.	A multi-media compaign to change the male image to that of a "liberated male" could be launched. Men might be involved in women's programs and activities.

17. Sometimes women are not willing to accept responsibility.	Schools can encourage females to take responsibility - - not in a "token" way but assume supervisory responsibilities.
18. Students often do not know what careers they want or are most capable of doing.	Guidance personnel can test students in their freshman year so they have time to try out several possibilities.
19. Parents always call on girls to baby sit.	Some schools have programs encouraging boys to learn to do baby sitting.
20. There is not the number of beginning entry jobs or the diversity of careers for females that there is for males.	Vocational educators should encourage females to enter all fields and be as well prepared for jobs as males are at present. Electives should be more possible for both sexes so more exploration of interests is possible.
21. Teachers are not always aware of the world of work so do not know that both sexes can enter any occupation.	Teachers should work in industry at regular intervals.
22. There is predjudice against vocational education and almost a caste system exists against individuals getting their hands dirty.	Vocational educators must do a better job of public relations. Schools should be an agent for social change and bring about changes in attitudes so discrimination against women or minorities is almost non-existent.
23. There is fear of change on the part of both males and females.	Schools should teach coping skills as well as cognitive and manipulative skills.

Career Education

At each of the clinics a presentation was made on what Arizona is doing through career education to erase sex discrimination and give each individual the opportunity to develop to his or her full potential. The presentation in Flagstaff was given by James Saunders of the Coconino County Career Project; Dr. Jerry Booth, Director, Santa Cruz County Career Project and President, Project Directors Association, gave the presentation in Tucson; and Dr. William Konopnicki, Director, Tri-County Career Project, presented his views at the Tempe clinic. Excerpts of their presentations were as follows:

At Flagstaff Mr. Saunders reported that a recent report discovered that high school females wanted to combine marriage, children and a career. They were not too concerned, however, about being called "Ms." for only fourteen percent of them wished to be addressed by that title. Career education in Arizona is trying to make it possible for both sexes to have

exposure in kindergarten through secondary school to a wide variety of careers. Students are offered an opportunity to participate in real or simulated experiences which give them ideas about specific careers. In elementary grades either sex play the roles of such occupations as doctors and nurses so that traditional stereotypes of occupational roles will not be perpetuated. Jobs in the classroom are given to both males and females. All media purchased by the career projects are carefully screened so that sexual discrimination is absent.

Mr. Saunders called the attention of the audience to the Yankelovish Study of Youth Values in the Seventies which was reported in Phi Delta Kappan, October, 1974. In this study of youth from ages sixteen to twenty-five, it was pointed out that today's youth is attempting to blend self-fulfillment with career success. Unlike the 1969 study which indicated rebellion against society, six out of ten students stated that they anticipated no great difficulty in accepting the kind of life American Society has to offer. They would find it easy to accept conformity for the sake of their chosen career, to accept settling down to a routine, and to accept authority. There is conflict to some extent still remaining between self-fulfillment and economic security.

Dr. Jerry Booth commented that he perceives career education as a change agent for students in kindergarten through twelfth grade. Eventually, he believes that sexism in hiring practices will be a thing of the past, but parents, teachers, employers, counselors and students must work together to prevent sexual discrimination. It was pointed out by Dr. Booth that individuals do not start planning soon enough so career education projects need to stress this area. Girls should also be encouraged to pay more attention to business and industry which they have not done consistently. Career education programs should also display posters showing both sexes in non-traditional jobs, newspaper articles of women achieving should be shown on bulletin boards, and the term, "home executive" rather than "housewife" should be emphasized. Dr. Booth believes that T.V. programs are helping to break down traditional roles of females and males, and with all school courses open to all people sexual stereotyping is lessening. Even the standardized instrument, Strong Inventory Blank, has the same form for men and women rather than separate forms as previously. The T.V. series, BREAD AND BUTTERFLIES, is recommended to watch as an example of an educational effort to change attitudes and attitude adjustment in the career area.

Dr. William Konopnicki indicated that career education is serving as a change agent by modifying attitudes, especially in the area of work. It is helping individuals to discover their talents, abilities, their attitudes and use them constructively to make good decisions in terms of lifestyles desired, what they want out of education, and what their ultimate career goals are. It is the purpose of career education to help each individual find his or her place on a continuum for a career and mode of lifestyle living.

Nationally many materials are being produced, such as a collection of sample lesson plans developed at Warren, Ohio, to erase sex stereotyping. All the career curriculum materials are being revised in Minnesota to erase any sex discrimination. Counselor films have been produced which show both sexes in over forty occupations.

As indicated on the career matrix for Arizona, the outcomes of career education are very broad. A good career education program provides opportunities for individuals to make decisions. Experiences of many kinds are offered to students so they can find themselves and become aware of their own strengths and abilties. Both boys and girls are having "hands on" experiences. For example, girls are in the World of Manufacturing Program in industrial education and boys are taking units in child development and food service. Even the vocabulary with words like chairperson are being substituted for chairman. Textbook publishers are aware of the needs for changing vocabulary as indicated by the McGraw-Hill position paper that has been included in the clinic materials which gives suggestions for producing teaching materials which are free from sexual discrimination.

Local Planning

The next morning each clinic opened with individuals from the same or similar districts meeting together to plan at the local level how ideas from the clinics could be implemented. Before the clinic convened, each district, with few exceptions, turned in plans for action.

Affirmative Action Program In Operation

Before the luncheon, representatives from business and industry presented to the group what each of their organizations have done to make it possible for all individuals to progress according to his or her own abilities. At the Flagstaff clinic, Mr. Norman Borg, Director, Non-academic Personnel, Northern Arizona University, reported that Northern Arizona University had formulated an affirmative action program for both faculty and staff. Training programs are offered for staff making it possible for employees to upgrade themselves. A real effort has been made to recruit capable women and minorities to fill mid-management positions.

Miss Martie Andrews, an assistant manager, Babbitt Brothers Trading Company also commented that her company has been most aware of the need for training more women to enter management positions. Most of these women are being recruited from the present employees and given additional training so they occupy higher positions in the organization.

Mrs. Marion Graves, Women's Coordinator, Civilian Personnel, Davis Monthan Air Force Base, indicated that the United States Government has been a leader in upgrading the status of women. The Treasury Department in 1864 was one of the first agencies to give the same pay to women as men were earning for the same work. In 1923 the Classification Act was passed which mandated equal pay for women in the same classification as men. Now all government agencies mandate equal pay for both sexes.

The position Mrs. Graves holds, she reported, is Equal Opportunity Officer, and she sets up training programs to upgrade the skills of women. She identifies jobs that can be redesigned so minorities and women can better qualify for them. Her position entails holding sessions for employees to explain the procedures for filing grievance complaints. Mrs. Graves feels that women themselves are the reason why they are not occupying

administrative positions. Women perceive of jobs as temporary measures, and they do not set high career goals for themselves. They are making progress, however, for they are moving into higher rated positions, and they excel in receiving the incentive awards given to employees. Mrs. Graves believes that women need early counseling to increase their knowledge about career options.

Mrs. Veronica Sainz, Departmental Analysis, Department of Operations, City of Tucson, stated that as a first step in determining inequities in her organization, statistical data was compiled to ascertain if minorities and women were fairly represented among those employed by the City. It was found that there was only a slight imbalance in these groups among employees, but the major problem seemed to be that both women and minorities were few in number among those occupying top level positions. An affirmative action program is now operating which has goals for recruiting both women and minorities for these positions. Mrs. Sainz stated that artificial barriers to employment in Tucson are being discarded, and a real effort is being made to upgrade present workers through in-service education. Awareness is being developed among women so they will apply for higher grade positions when they become vacant.

Mr. John Biggs, Affirmative Action Officer, Hughes Aircraft Company stated that he believes his company is non-discriminatory. In 1961 his organization adopted President Kennedy's program for progress that consisted of seven parts:

1. Formulating and implementing an affirmative action program.
2. Validating selection procedures for employees.
3. Forming a policy for up-grading employees.
4. Recruiting from minority groups.
5. Having community involvement.
6. Participating in education and training of employees.
7. Communicating internally with employees and externally with sub-contractors to inform them of the rights of employees.

The Hughes Aircraft Company has been able to implement the program by going to such community agencies as Urban League for assistance in recruiting, and they have offered educational scholarships to upgrade their employees. Another measure, Mr. Biggs reported, is that his office investigates female employees who have promotability possibilities, and contacts these women to see if they are interested in moving to better positions.

Mr. Morton Newell, Manager, Public and Community Relations, Airesearch Manufacturing Company, stated that in addition to an affirmative action program, his company has organized a scholarship and work program for students at Hawkins School who seem promising. These students work for pay during the summers at Airesearch and are awarded college scholarships for up to eight years. While working during the summer, planned rap sessions for these students are held with both young men and women engineers. Thus far, only two students have dropped out of the program.

Ms. Sandra Parrish, Affirmative Action Associate, Maricopa County Community College District, commented on the program developed by her organization to utilize the potential of all employees. Some of the problems,

she expressed, in implementing the programs have been overcoming the feelings among women that they must carry out traditional roles. These stereotyped roles are reinforced duly by the media and interaction with others. Some women hesitate to enter vocational education because vocational fields frequently have masculine connotations.

Some changes that have been made thus far are:

1. Women serve on advisory committees which made policies.
2. Women are being hired in non-traditional roles such as a female auto mechanic instructor.
3. The Commission on Status of Women has been established.
4. A coordinator of Women's Programs has been employed at Phoenix College and her job is to work with industry on matters concerning women.
5. Counselors in the Maricopa Community College System are working very hard to get women to not be immobilized but instead look at all the opportunities open to them.

In making changes, Ms. Parrish believes that it is important not to attack the healthy parts of the system, but instead share problems men and women have so both groups become aware of reality. She cautioned the group to not expect change to be easy or immediate.

State Legislation Applying to Women

The Honorable Senator, Tony Gabaldon, District #2, gave the presentation on legislation affecting women at the Flagstaff clinic. One of the recent measures, he mentioned, has concerned the streamlining of probate procedures which makes it less costly and time consuming to probate estates. Children's rights are still protected under the new legislation, but the surviving parent has less difficulty obtaining resources for the family. The recently passed civil rights bill gives women many more legal rights in Arizona. Now a wife has the right to manage her personal property, she can obtain credit under her own name, and either parent can sue for the wrongful death of a child.

The "no fault divorce" law is one that many women misunderstand, stated Senator Gabaldon. The law permits dissolution of marriage, but the question of child custody still carries fault. Under the new law child support payments are made by the employer to the court which sends them to the spouse who has custody. Continuance of payment is more assured by this method. Women as well as men, may be responsible for support payment.

The audience asked Senator Gabaldon about the chances for the Equal Rights Amendment being passed this year and he stated that it would depend on the election results. He believes that women should take the leadership in telling their legislators what they want is such issues as abortion, Equal Rights Amendment and protection.

At the Tucson and Tempe clinics, the Honorable Diane McCarthy, Representative from District #16, gave the presentation on legislative issues affecting women. Mrs. McCarthy began her comments by stating that discrimination does exist against both women and men. In a study done at the University of Arizona it was found that men in Arizona are discrimin-

ated against more than women. For example, death benefits for judges and police personnel are awarded women upon death of a spouse, but men do not receive like benefits if the wife dies while employed in one of the cited occupations. Formerly, only women and children were considered under protective employment laws, but now men, and women are classified under an adult category and children only are classified as minors. Men, she reported, are unable to receive Aid to Dependent Children from federal funds although some men are unable to work and care for the children. Desertation from the family has carried penalities for men but not for women.

Mrs. McCarthy indicated that recent legislation has erased many of the discriminatory laws against both men and women through such legislative measures as the "civil rights bill," "no fault divorce," but there is still a great deal that needs to be done if legislators consider what human beings need. She believes that some issues that should receive top priority are:

1. Quality day care centers with licensing of workers. (At present, the Health Department has an inadequate staff for inspecting day care centers and homes for the aging. Only facilities and sanitation practices are approved at present.)
2. Legislation is needed to better deal with child abuse and neglect, and provision for psychological help for those who abuse children seems necessary.
3. Laws which deal more equitably with those who have been rape victims. At present, anyone who has been raped must prove they have resisted attack and any past events can be brought in as indicating they have asked for the attention.

Mrs. McCarthy believes that all voters must indicate what their wishes are in regard to legislative issues or otherwise a small minority influence their legislators. Hand-written, short letters or a telephone call is all that is needed to let your legislator know how you feel about proposed bills. There is about a thirty percent turnover in legislators, therefore, it is necessary for the voters to help inform new legislators on the facts about issues.

Evaluation

Each of the participants was asked to evaluate the clinic she or he attended against the objectives of the clinic. Also, the particular presentations were evaluated by each participant. Out of 244 participants, only 191 filled out the evaluation sheet. The participant number does not include undergraduate or graduate students from the three universities. These students did not fill out evaluation sheets because they were not in attendance at the end of the clinics. The evaluation of the program was as follows: (see next page)

Each of the participants was asked to evaluate whether or not the objectives were met during the clinic. The objectives for this project and their fulfillment were as follows:

At the end of the clinics

1. Sixty-five percent of the participants did possess information about major federal and state laws concerning employment of women and minority groups. The participants were not informed about grievance procedures because the U.S. Equal Opportunity

EVALUATION OF THE PROGRAM

	Very Helpful	Somewhat Helpful	Not Useful	No Answer
1. An Overview of the Clinic Arizona Department of Education	41%	27%	1%	31%
2. Dr. Ellis, "Women and the Working World"	71%	23%	4%	2%
3. Panel, "Working with Low-Income Groups"	37%	46%	12%	5%
4. Student Panel, "As We See It"	49%	39%	7%	5%
5. Task Force Groups on Problems of Women	22%	55%	16%	7%
6. "Career Education Efforts to Prevent Sex Stereotyping"	39%	42%	12%	7%
7. Task Force Groups for Local Planning	40%	38%	5%	17%
8. Action Programs in Operation	57%	33%	3%	7%
9. "State Legislation Applying to Women" Representative McCarthy	57%	18%	2%	23%

Commission was unable to send a representative from the Phoenix Office because of the heavy work load of its employees.

2. Seventy-five percent of the participants were able to identify major problem areas which women encounter in becoming educated and/or employed.

3. Over seventy percent of the participants submitted a plan of action for their local districts for solving problems of women in occupational education.

Some of the participants indicated that teachers were not permitted to attend because the workshops were held on school days. The participants were then asked how many of them would be in favor of Saturday clinics rather than the present system. Over two-thirds of the participants wished to retain the two day clinics held during school time.

Whether or not the New Jersey Recommendations for Vocational Education Programs (see page 10) should be adopted for Arizona was asked of participants. Over two-thirds of them were in favor of adopting the recommendation. A few of the participants wished to study the recommendations further or make minor changes in them. Only ten percent of the participants were opposed to their adoption.

Suggestions for further clinics were solicited at each clinic, and about five persons recommended that the next series of clinics concern the changing of attitudes. Other topics were only suggested by one or two persons. It was decided, therefore, that a needs assessment instrument would be sent to all the participants who had attended the last three years to have them indicate the concerns for the 1975-76 clinics.

Local Clinics

The participants were asked whether they preferred to have local clinics or a follow-up of the regional clinics which had just been completed. A majority of the participants indicated that the local clinics would be preferable.

Since funding was not available for local and follow-up regional clinics, it was decided to solicit projects for local clinics from the local educational agencies.

Three local clinics were funded and one local clinic was held without any cost to this EPDA project.

Tucson District #1, under the leadership of Louis J. Bazzetta, held its third local clinic in November for sixty persons. (See list in Appendix G) Out of this local clinic a position paper was written which was presented to the administrative officers of the district. Out of the group, all but three participants reported that the workshop objectives were accomplished well. Those three indicated that the objectives had been met somewhat. At the end of the two days, those attending had made revisions in curriculum and promotional materials that needed revision to comply with equal opportunities for both sexes.

Also, at the end of the workshop, vocational proposals for FY 1976 had been written which provided equal opportunities for both sexes. Very positive comments were made concerning the fine leadership provided by the Director, Mr. Bazzetta, and the vocational coordinators from each of the service areas. The participants welcomed the opportunity to have input into the projects for 1976.

Paradise Valley School District had a project funded to hold a conference, Women in the World of Work, on April 12, 1975 for sixty occupational teachers, counselors, administrators, and career education personnel. The goal of the workshop was to encourage those attending to consider stereotyping and job roles. Audience participation was used as one evaluator, and estimated 80% of the participants actively engaged in questioning, answering questions, or stating beliefs, with either speakers or each other. An evaluation sheet was also filled out by participants and out of fifty filled out, forty-six were positive. Twenty-three referred to this workshop as one of the best they had ever attended. The three speakers, Bill Anderson, Arizona Department of Vocational Education; Rita Davenport, Hostess, Open House, Channel 5 TV; and Dr. Arlene Metha, Department of Secondary Education, Arizona State University, did an excellent job of presenting information to the participants.

The last local project funded was for the Department of Home Economics, University of Arizona, under the leadership of Dr. Anne Hayes. Twelve women met the objective of developing selected home economics materials in which sex bias was eliminated. Copies of the materials were filed with Dr. Barkley, Director of Project and Dr. Kerwood, Director of Professional Development, Division of Career and Vocational Education, Arizona Department of Education.

Recommendations for Other Clinics

1. The evaluation of this series of clinics was very positive and indicated that similar clinics should receive continued funding.

2. Because local clinics were very successful in previous years and the participants felt they were desirable to attend, local clinics should receive continued funding.

3. The clinics should continue to be held in October so local educational agencies can receive the benefits of the clinics before writing the next years' projects.

4. The time allocation of two days for each clinic seems to be desirable for all the participants. Saturday clinics should not be held unless at the local level.

5. The county coordinators should solicit administrators in their areas to attend the clinics and should be in attendance themselves to assist local school districts.

6. A needs assessment should be conducted to ascertain what concerns should be covered in the next series of clinics.

7. Because of the benefits to pre-service teachers and graduate students, they should be invited from all three universities.

8. Again, more department chairmen should be encouraged to accompany an administrator to the clinics. Both administrators and chairmen should be in attendance if planning is to be functional at the local level.

9. Parents and students remain a part of the initial clinics and be invited to attend local clinics.

APPENDICES

APPENDIX A

Invitation to Clinic

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

ARIZONA DEPARTMENT OF EDUCATION
Division of Vocational Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007

September 12, 1974

Dear Superintendent:

The third in a series of clinics concerning occupational education is being offered at Flagstaff on October 8 and 9; Tucson on October 10 and 11; and Tempe on October 24 and 25, 1974. This year's topic is a very relevant one in today's society - Women in Occupational Education. Enclosed is a copy of the tentative program. Please note that Dr. Mary Ellis, President, American Vocational Association will be our consultant.

You may attend any of the three locations. If you or a faculty member travel less than 35 miles to the clinic, your travel at 15¢ per mile, required luncheons, and the registration fee will be reimbursed. For those residing over 35 miles one way from your choice of clinic location, your lodging and meals will be paid to a maximum of $30 per day. Your travel of 15¢ per mile will also be reimbursed. Substitute pay for teaching faculty is available up to $30 per day. This money will be paid directly to teachers, and they can reimburse the district or pay the substitute.

If you personally cannot attend one of the clinics, please send an alternate in your place who assists you in making and implementing decisions about occupational programs. We are also sending letters to principals and urging them to have at least one chairman of a vocational department and one guidance counselor accompany them.

In the clinics, local plans of action for women in occupational education will be formulated. To those of you who did not participate in last year's clinics, we are sending under separate cover a copy of the final report. At the back of the report you can see the type of local plans developed at the clinics. It is possible under this year's project to apply for funds to hold local clinics. This procedure will be explained at this first clinic.

Please plan to attend for the full time so you can receive full benefits from the clinics. If you have further questions about the purposes of the clinic, telephone Tempe, 965-6687; or Phoenix 271-5563. Just fill out the enclosed yellow sheet for yourself or your administrative representative and return in envelope provided. Also indicate if you plan to bring someone with you. If for any reason space is not available for the accompanying persons, you will be notified. See you at one of the clinics!

Sincerely,

Robert Kerwood

Robert Kerwood, Director
Professional Development and Curriculum

Margaret V. Barkley

Margaret V. Barkley, Project Director
Women in Occupational Education

MVB:lw

Enclosures

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

ARIZONA DEPARTMENT OF EDUCATION
Division of Vocational Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007

September 12, 1974

Dear Principal:

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An invitation has been sent to the superintendent of the district, but we are also interested in having you and at least one chairman of a vocational department and a guidance counselor accompany you for we realize that you people are the ones who implement the program. We have enclosed letters for your department chairman and guidance counselor.

You may attend any of the three locations. If you or a faculty member travel less than 35 miles to the clinic, your travel at 15¢ per mile, required luncheons, and the registration fee will be reimbursed. For those residing over 35 miles one way from your choice of clinic location, your lodging and meals will be paid to a maximum of $30 per day. Your travel of 15¢ a mile will also be reimbursed. Substitute pay for teaching faculty is available up to $30 per day. This money will be paid directly to teachers, and they can reimburse the district or pay the substitute themselves.

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Please plan to attend for the full time so you can receive full benefits from the clinics. If you have further questions about the purposes of the clinics, telephone Tempe, 965-6687 or Phoenix, 271-5563. Just fill out the enclosed orange slip for yourself, department chairman and counselor and return in envelope provided. If for any reason space is not available for accompanying persons, you will be notified. See you at one of the clinics!

Sincerely,

Robert Kerwood

Robert Kerwood, Director
Professional Development and Curriculum

Margaret V. Barkley

Margaret V. Barkley, Project Direct
Women in Occupational Education

MVB:lw
Enclosures

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

ARIZONA DEPARTMENT OF EDUCATION
Division of Vocational Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007

September 12, 1974

Dear Director:

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Sincerely,

Robert Kerwood

Robert Kerwood, Director
Professional Development and Curriculum

Margaret V. Barkley

Margaret V. Barkley, Project Director
Women in Occupational Education

MVB:ckh
Enclosures

APPENDIX B

List of Participants

PARTICIPANTS

Adkins, Dolores, Department Chairman, West High School
Ahearn, Martha, AWICE, Arizona Western College
Allen, Jim, Adult-Non-Credit Programs, Northland Pioneer College
Alvarez, Delfina, Counselor, Pima Community College
Alvarez, Maria da La Luz, Career Guidance Counselor, Pueblo High School
Amado, Richard, Chairman, Business Department, Nogales High School
Amspoker, Vivian, Guidance Advisor, Cortez High School
Andre, Jack, Department Head, Prescott High School
Anthrim, William, Assistant Professor, Business Education, U. of A.
Baker, Margaret, Parent, Peoria
Baldridge, Mae, Teacher, Parker High School
Batina, Loretta, Teacher, Alhambra High School
Bazzetta, Louis, Director, Career & Vocational Education, Tucson Dist. #1
Bell, John, Chairman, Secondary Education, Arizona State University
Berg, Therese, Counselor, Wakefield Junior High School
Betancourt, Betty, Parent, Tucson
Beuchel, Judy, Chairman, Home Economics Department, North High School
Bicknell, Donald, Chairman, Pupil Personnel Service, Trevor Browne High School
Bienz, Rae Ann, Student, Flagstaff High School
Billing, Lucene, Administrative Assistant, Alhambra High School
Biringer, David, Assistant Principal, Buena High School
Blais, Philip, Curriculum Specialist, Safford High School
Bloss, Kay, Student, Glendale High School
Boes, Charles Peter, Director of Guidance, Superior High School
Bogan, Margaret, Curriculum Research Specialist, Pinal County Community Col. Dist.
Border, Barbara, Specialist, Home Economics Education, Arizona Department of Ed.
Brandsma, Gerald, Guidance Coordinator, Sahuaro High School
Brattain, Phyllis, Education Specialist, Arizona Department of Education
Brown, Cathie, Counselor, Spring Junior High School
Brown, Virginia, Counselor, West High School
Brown, Peggy, Itinerant Teacher Educator, Northern Arizona University
Brown, Robert, Counselor, Maricopa Technical College
Brunson, Robert, Counselor, Secrist Junior High School
Brunstein, James, Superintendent, Somerton School District
Byrd, William, Cochise County Vocational-Technical Coordinator
Caceletto, John, Business Education, Central High School
Callaghon, Mary, AWICE, Arizona Western College
Cappellzzo, Sister Rina, Assistant Principal, Gerard High School
Cardenas, Jose, Parent, Tucson
Cardenas, Nancy, Student, Amphitheater High School
Carlton, Muriel, Counselor, Sahuaro High School
Casaus, Luis, Assistant Professor, Counselor Education, A.S.U.
Casillas, Hilario, Chairman, Pupil Personnel Services, Phoenix Union A.V.A.
Castillo, Belinda, Vocational Counselor, Apache Junction High School
Catalano, Renault, Director, Occupational Education, Glendale Community Col.
Chacom, Romi, Student, Sunnyside High School
Champion, Joan, AWICE, Arizona Western College
Christian, Margaret, Home Economics Chairman, Central High School
Conrad, Warren, Director of Guidance, Yuma High School
Cooper, Frieda, Teacher, Phoenix Union High School
Crossno, Virginia, Home Economics Education Teacher, N.A.U.
CummingsJoe, Area Coordinator, Maricopa County

Dailey, Shirley, AWICE, Arizona Western College
DeFalco, JoLee, Student, Phoenix Union High School
Delgado, Lynda, Teacher Educator, University of Arizona
Despain, Dean, Career Education Coordinator, Apache-Navajo Counties
Detlefsen, Elnor, Counselor, Palo Verde High School
DiGesu, Betty, Counselor, Paradise Valley High School
Dillon, Nancy, Assistant Professor, Home Economics Dept., A.S.U.
Dominguez, Gloria, Career Education Director, Tucson High School
Dorsey, Richard, Student, Glendale High School
Dorrzenski, Ancele, Director of Guidance, Bisbee High School
Duarte, Maria, Student, Pueblo High School
Dunford, Doris, Home Economics Teacher, Flagstaff High School
Dunn, George, Supervisor, Business Education, Phoenix Union High School
Ebner, Shirley, Division Chairman, Nursing, Maricopa Technical College
Eisenstein, Hy, Education Program Specialist, Arizona Department of Education
Ellis, Roberta, AWICE, Arizona Western College
Engel, Marion, Director of Curriculum & Special Projects, Ajo Public Schools
English, Ann, Teacher, Douglas High School
Ferguson, Emily, Counselor, Estrella Junior High School
Fitzgerald, Frances, Teacher, Yuma High School
Fletcher, Harry, Dean of Instruction, Maricopa Technical College
Flotow, Ernest, Director of Guidance, Nogales High School
Franklin, Jim, Superintendent, Maricopa Public School District
Frey, Jacque, Professor of Home Economics, Arizona Western College
Froese, Richard, Director of Occupational Education, Phoenix Union H.S. Dist.
Galloway, Orca, Business Education, Cortez High School
Garity, James, OJT Coordinator, West High School
Geis, Margaret, Counseling Director, Parker High School
George, Kathy, Home Economics Department, Estrella Junior High School
Gill, Roy, Apprentice Specialist, Arizona Department of Education
Gobble, David, Superintendent, San Simon Public Schools
Graham, Nancy, Home Economics Coordinator, Amphitheater High School
Greenfield, Curtis, Asst. Supt. for Personnel Service, Roosevelt School Dist.
Greenway, Barbara, COE Coordinator, Canyon Del Oro High School
Guglielmo, Hector, Assoc. Dean of Instruction, Arizona Western College
Guptill, Maurice, Coordinator, Industrial Education, Tucson District #1
Hallehan, Leo, Principal, Estrella Junior High School
Haner, Edith, Chairman, Business Department, Phoenix Union High School
Hanson, John, Counselor, Glendale Community College
Harraway, Mary, Elgibility Worker, Department of Economics Security
Hart, Suzette, Vocational Teacher, Sahuarita High School
Hatch, Paul, Counselor, Central High School
Hawker, Lois, Department Chairman, Saguaro High School
Hawthorne, Doris Ann, Student, Phoenix Union, A.V.A.
Hayes, Anne, Assistant Professor, University of Arizona
Hearn, Thelma, Parent, Tucson
Helmstadter, Eleanor, Career Awareness, Trevor Browne High School
Hibbard, Dorothy, Counselor, Pueblo High School
Hoeffel, Al, Chairman, Counseling, Glendale Community College
Hoelscher, Sister Mary Louise, Director, World of Work, Window Rock High School
Hokett, Judith, Counselor, Sabino High School
Holm, Carol, Supervisor, Special Programs, Paradise Valley Public Schools

Holman, Marshall, Assistant Professor, Industrial Engineering, N.A.U.
Holt, Henrietta, Business Teacher, Sunnyside High School
Hook, Jacquline, Phoenix Union, A.V.C.
Houchin, Gladys, Parent, Flagstaff
Houtchens, Judith, Teacher, Globe High School
Hughes, Kathryne, Counselor, Benson High School
Hunter, James, Career Education Project Director, Cochise County
Hunter, Randa, Business Education Teacher, Benson High School
Iaquinto, Shirley, Coordinator, Career Education Project, Roosevelt Sch. Dist.
Isley, Joy, Home Economics Department, Shadow Mountain High School
Jacks, Mary, Professor, College of Business, Arizona State University
Jacobson, Heather, Student, Flagstaff
Jaime, Susan, Coordinator, Globe High School
Jalowsky, Toby, Business & Office Occupation Specialist, Az. Dept. of Ed.
James, Elizabeth, Personnel Director, Tempe Elementary School District
Jennings, Hilda Jo, Chairman, Home Economics Dept., Northern Arizona University
Joder, Beverly, Hospitality Instructor, Adobe Mountain School
Johnson, Helen, Counselor, Scottsdale Community College
Johnson, Robert, Chairman, Counseling Department, Carl Hayden High School
Jones, Von, Career Coordinator, Central Maricopa Careers
Kehl, Karen, Teacher, Kofa High School
Kellis, Raymond, Superintendent, Snowflake Union High School District
Kent, Betty, Counselor, McClintock High School
Kirk, Beverly, Chairman, Business Education, South Mountain High School
Klann, Hugo, Coordinator, Cooperative Education, Tucson Dist. #1
Komar, John, Supervisor of Career Guidance, Amphitheater High School
Konopnicki, William, Tri-County Vocational-Technical Coordinator
Kozlowski, Virginia, Career Developement Teacher Educator, Apache-Navajo Ctys.
Kucinski, Sharon, Graduate Student, Northern Arizona University
Lamb, Richard, Cooperative Education Coordinator, Parker High School
Langan, Herbert, Chairman, Business Education, University of Arizona
Lanten, Maxine, Counselor, Moon Valley High School
Lattin, Karen, Consultant, Mountain View High School
Little, Gloria, Director of Business & Office Education, Scottsdale C.C.
Lawson, Ralph, Vocational Education Director, Valley High School
Leach, Don, Diversified Occupation Coordinator, Northland Pioneer College
LeClaire, Joanne, Counselor, Chapparel High School
Legge, Sharon, Counselor, Thunderbird High School
Lilly, Jo Ann, Former WIN Participant
Lipke, Sharon, Student, Flagstaff
Ljunggren, Tim, Student, Flagstaff
Lopez, Tina, Maricopa County Hospital
Lytle, James, Career & Vocational Education Coordinator, Monument Valley H.S.
Macon, Charles, Coordinator, Occupational Education, Pima Community College
Maughan, Joyce, Teacher, Mesa Community College
Maurice, Alice, HERO Coordinator, South Mountain High School
May, Don, Superintendent, Bagdad Public Schools
McDonald, Bernalea, Home Economics Teacher, Santa Rita High School
McGinley, Rita, Business Teacher, Maricopa High School
Menckel, Wally, Chairman, Business Department, Carl Hayden High School
Meyer, John, Coordinator, Career Bound Project
Miller, Arneida, Chairman, Business Department, Thunderbird High School
Miller, Robert, Professor, Northern Arizona University
Minchin, Madeline, Supervisor, Home Economics Education, Phoenix U.H.S. Dist.

Morse, Sausa, Guidance Consultant, Amphitheater High School
Moser, Darlene, Secrist Junior High School
Mulumby, Mary, Vocational Coordinator, Phoenix Union, A.V.A.
Motove, Mava, Guidance Counselor, Pinal County Career Guidance Project
Murusky, E. Laurence, Director, Counseling, Valley High School
Myers, Bob, Diversified Cooperative Education, Tucson High School
Nelson, Judy, Teacher Educator, Arizona State University
Nelson, Mary Ann, Parent, Phoenix
Nemeth, Norma, Counselor, Prescott High School
Ness, Arthur, COE Coordinator, Flowing Wells High School
Nichols, Harriett, Chairman, Business Education, Amphitheater High School
Norgaard, Frances, Counselor, Kofa High School
Oldridge, Leslie, Student, Catalina High School
Oliver, Wade, Assistant Principal, Glendale High School
Ornelas, Pamela, Chairman, Home Economics Department, Page High School
Paddock, Beverly, Parent, Tucson
Paddock, Joy, Student, Marana High School
Parks, Chester, Career Development Counselor, Catalina High School
Parsons, Jean, Assistant Professor, Counselor Education, A.S.U.
Patterson, Kimberly, Student, Flagstaff
Peterson, Don, Superintendent, Indian Oasis Public Schools
Pile, Howard, Assistant Principal, Cortez High School
Plant, June, Chairman, Home Economics Department, Mesa High School
Poppe, Rosemary, Counselor, Maxwell Junior High School
Potter, Jo Lynn, Student, Marana High School
Powell, Conrad, Placement Director, Phoenix College
Prchal, Joyce, Chairman, Business Education, Alhambra High School
Radigan, Richard, Student, Phoenix
Randall, Barbara, WACOP Consultant, Glendale
Randolph, Paul, Director, Automotive Technology, Glendale Community College
Rauscher, Vicki, Cooperative Office Education Coordinator, Amphitheater H.S.
Reinwald, Clio, Director, Home Economics Education, Arizona Department of Ed.
Richards, Roxanne, Student, Flagstaff
Ripley, Robert, Associate Professor, Industrial Technology, A.S.U.
Rosewarne, Mary, Department Chairman, Bisbee High School
Samorano, Angie, Student, Sunnyside High School
Sanderson, Nancy, Student, Rincon High School
Schofield, Debbie, Student, Dysart High School
Schmidt, Chezlaw, Administrator, Career & Voc. Ed., Glendale Union High School
Schutz, Marjory, Language Arts Chairman, Humboldt Junior High School
Schweighauser, Sybil, Career AIDE, North High School
Seglem, Marvin, Director, Industrial Education, Arizona Department of Education
Seiden, Linda, Student, Sunnyside High School
Shannon, Virginia, Chairman, Health Occupations, Phoenix Union, AVA
Shaw, Thelma, Home Economics Teacher, Lassen Junior High School
Shepard, Barbara, Guidance Chairman, McClintock High School
Sims, Beatrice, Counselor, Naylor Junior High School
Smith, Blanche, Coordinator, Health Careers Education, Tucson District #1
Smith, Patricia, Chairman, Business Department, Peoria High School
Snowbarger, Gordon, Executive Dean, Northland Pioneer College
Solomon, Elizabeth, Teacher, Paradise Valley High School
Stefen, Gary, Counselor, Santa Rita High School
Stickel, Arloa, Elementary Coordinator, Tonalea Elementary School
Sullivan, Jo Ann, Teacher, Lafayette Elementary School

Sylvester, Ralph, Supervisor, Phoenix Union High School, AVA
Taylor, Shirley Jo, Teacher Educator, University of Arizona
Thomas, Maryanna, Business Teacher, Flagstaff High School
Todakonzie, Barbara, Parent, Window Rock
Trager, Barbara, Counselor, San Manuel High School
Trainer, James, Counselor, Pima College
Trostle, Dale, Chairman, Business Department, Trevor Brown High School
Tsosie, Kathy, Student, St. Johns
Tunstall, Betty, Chairman, Personnel Services, Phoenix Union, AVA
Valdez, Evangeline, Business Teacher, Pueblo High School
Vallentine, Flame, Division Counselor, Pima College
Verdugo, Roger, Counselor, Phoenix Job Corps Center
Vergara, Olga, Student, Flagstaff
Waggoner, Lou, Student, Phoenix
Waters, John, Superintendent, Tempe Union High School District
Watson, Betty, Counselor, Carson Junior High School, Tucson
Webb, Danna, Student, St. Johns
Wild, Patricia, Teacher Educator, University of Arizona
Wilkes, Milla, Student, Flagstaff
Williams, Alice, Coordinator, Coronado High School
Williams, Karen, Student, Sunnyside High School
Williams, Macke, Yavapai County Coordinator - Vocational-Technical Education
Wilson, Marilyn, Home Economics Teacher, Carson Junior High School
Wolf, Martha, Teacher, Carson Junior High School
Womack, Joan, Parent, Glendale
Zammit, Alfred, Coordinator, Business & Distributive Education, Tucson #1
Zamudio, Caroline, Flagstaff
Zeeb, Georgia, Teacher, Royal Palm School
Zeger, Anton, Counselor, Nogales High School
Zoeller, Neil, DO Coordinator, Tombstone High School
Zuvers, Jr., Albert, Counselor, Central High School

APPENDIX C

Programs of Clinics

CLINICS FOR ADMINISTRATORS OF WOMEN IN OCCUPATIONAL EDUCATION
Northern Arizona University

Tuesday, October 8, 1974

8:15 - 9:00	Registration
9:00 - 9:30	An Overview of the Clinics Mrs. Shirley Mannion, Deputy Associate Superintendent for Career and Vocational Education
9:30 - 10:30	"Women and the Working World" Dr. Mary L. Ellis, Director, Washington Office, Technical Research Centers, and President, American Vocational Association
10:45 - 11:00	Questions from the Audience to Dr. Ellis
11:00 - 12:00	"Working with Low Income Groups," Dr. Wooldridge, Moderator Mrs. Kathryn Hickman, Flagstaff Parent Mrs. Georgia Sorrell, Home Serices Superviser, Navajo Utility Company Mr. Joe Montoya, Director of Coconino County Community Service Department Mrs. Pat Fabritz, Coconino County Recorder Mr. Ronald Brambila, Education Counselor, LULAC Services
1:15 - 2:15	"As We See It," Student Panel, Dr. Barkley, Moderator Miss Heather Jacobson, Flagstaff High School Miss Rae Ann Bienz, Flagstaff High School Miss Dana Webb, St. Johns High School Miss Kathy Tosie, St. Johns High School Mr. Tim Ljunggren, Flagstaff High School
2:30 - 3:15	Task Force Groups on Identifying Problems of Women
3:15 - 4:00	"Career Education Efforts to Prevent Sex Stereotyping" Virgil Langley, Coconino County Coordinator, Vocational-Technical Education
4:00 - 4:15	"A Look Ahead for Local Workshops" Dr. Robert Kerwood, Director, Professional Development and Curriculum, Arizona Department of Education

Wednesday, October 9, 1974

8:15 - 9:15	"State Legislation Applying to Women" The Honorable Tony Gabaldon Representative from District #2
9:15 - 10:15	"Affirmative Action Programs in Operation" Mr. Norman Borg, Director, Non-Academic Personnel, Northern Arizona University Miss Marty Andrews, Assistant Manager, Babbitt Brothers Trading Company
10:30 - 12:10	Task Force Groups for Local Planning
1:30 - 2:30	Birdseye View of Local Action Plans Dr. Kerwood and Dr. Barkley
2:30 - 3:00	Evaluation of Clinic

CLINICS FOR ADMINISTRATORS OF WOMEN IN OCCUPATIONAL EDUCATION
University of Arizona

Thursday, October 10, 1974

8:15 - 9:00	Registration
9:00 - 9:30	An Overview of the Clinics Mr. Eugene Dorr, Associate Deputy Superintendent for Career and Vocational Education
9:30 - 10:30	"Women and the Working World" Dr. Mary L. Ellis, Director, Washington Office, Technical Research Centers, and President, American Vocational Association
10:45 - 11:00	Questions from the Audience to Dr. Ellis
11:00 - 12:00	"Working with Low Income Groups," Dr. Manning, Moderator Mr. Reuben Horner, Director of N.Y.C. Projects Mr. Art Villaescusa, Civilian Director of Personnel, Davis Monthan Air Force Base Mrs. Lawrence J. Hearn, Advisory Council Member, Tucson School District #1
1:15 - 2:15	"As We See It," Student Panel, Dr. Barkley, Moderator
2:30 - 3:15	Task Force Groups on Identifying Problems of Women
3:15 - 4:00	"Career Education Efforts to Prevent Sex Stereotyping" Dr. Jerry R. Booth, Director Santa Cruz Career Education Project
4:00 - 4:15	"A Look Ahead for Local Workshops" Dr. Robert Kerwood, Director Professional Development and Curriculum Arizona Department of Education

Friday, October 11, 1974

8:15 - 9:15	Task Force Groups for Local Planning
9:15 - 10:15	"Affirmative Action Programs in Operation" Marion Graves, Women's Coordinator, Civilian Personnel, Davis Monthan Air Force Base Veronica Sainz, Departmental Analysis, Department of Operations, City of Tucson Mr. John Biggs, Affirmative Action Program, Hughes Aircraft Company
10:30 - 11:45	Task Force Groups for Local Planning
12:00 - 1:15	Group Luncheon Speaker: Mrs. Diane McCarthy, Representative District #16
1:30 - 2:30	Birdseye View of Local Action Plans Dr. Kerwood and Dr. Barkley
2:30 - 3:00	Evaluation of Clinic

CLINICS FOR ADMINISTRATORS OF WOMEN IN OCCUPATIONAL EDUCATION
Arizona State University

Thursday, October 24, 1974

8:15 - 9:00	Registration
9:00 - 9:30	An Overview of the Clinics Mr. William Anderson, Deputy Associate Superintendent for Program Services
9:30 - 10:30	"Women and the Working World" Dr. Mary L. Ellis, Director, Washington Office, Technical Research Centers, and President, American Vocational Association
10:45 - 11:00	Questions from the Audience to Dr. Ellis
11:00 - 12:00	"Working with Low-Income Groups," Margaret Barkley, Moderator Mrs. Myrtle Brown, Supervisor of Occupational Education, WIN Program Mr. Jack Riddle, Director, Maricopa Skill Center Mrs. Louise Williford, Instructor, Arizona State Prison Mrs. Lottie Wyatt, Counselor, East High School
1:15 - 2:15	"As We See It," Student Panel, Margaret Barkley, Moderator
2:30 - 3:15	Task Force Groups on Identifying Problems of Women
3:15 - 4:00	"Career Education Efforts to Prevent Sex Stereotyping" Dr. William Konopnicki, Tri-County Coordinator, Vocational-Technical Education

Friday, October 25, 1974

8:15 - 9:15	Task Force Groups for Local Planning
9:15 - 10:15	"Affirmative Action Programs in Operation" Mr. J. Morton Newell, Manager, Public & Community Relations, Aire search Mrs. Sandra Parrish, Affirmative Action, Maricopa Community College System
10:30 - 11:45	Task Force Groups for Local Planning
12:00 - 1:30	Group Luncheon - Arizona Room Speaker: Mrs. Diane McCarthy, Representative District #16
1:30 - 2:30	Evaluation of Clinics

APPENDIX D

Representative Plans of Action

PLAN FOR IMPLEMENTATION

L.E.A. Paradise Valley Schools — Occupational Area: Interdisciplinary

Program Goal: Reduce sex stereotyping through awareness of its existence in guidance and career/vocational instruction.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 Paradise Valley High School District counselors, administrators, and teachers shall participate in a full day workshop dealing with women in the world of work.	1.1.1 Four staff members shall spend no less than 3 hours planning and arranging a full day (8:30 to 3:30) at the clinic. 1.1.2 Paradise Valley School District #217 shall invite a total of 60 staff members to participate in a full day Saturday clinic concerning Women in The World of Work. 1.1.2.1 Orientation of the clinic "What it's all about." 1.1.2.2 A pre and post checklist survey of facts will be taken by clinic participants at the beginning and end of the clinic. 1.1.2.3 Orientation of the group to the basic problems of women in the labor force. The myths and facts related to women in the world of work. Guest speaker to keynote the clinic. 1.1.2.4 Panel discussion on local problems and situations women see as pertinent. 1.1.2.5 Task force groups for local planning. "What we practically can achieve within our high school environment." 1.1.2.6 Culmination of clinic discussions.	1.1.1.1.1 Pre & Post checklist survey of facts related to women in the world of work. Results shall be submitted to the Arizona Department of Vocational Education. 1.1.1.1.2 A determination of the clinic's worth shall be ascertained through a written evaluation by clinic participants. These evaluations shall be submitted to the Arizona Department of Vocational Education.

PLAN FOR IMPLEMENTATION

L.E.A. University of Arizona Occupational Area: Home Economics

Program Goal: To increase teacher competence in adapting and developing instructional materials within home economics subject matter areas so that it is free of sex bias.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 Be no later than June 20, 1975, selected home economics instructional materials will be completed in which sex bias has been eliminated.	1.1.1 By March 19th a survey of teachers in the areas of Yuma and Globe, Arizona will be completed to determine interest and willingness to participate in a two day workshop to adapt and develop sex bias free instructional materials. 1.1.2 By May 23, 1975 all plans will be completed for the home economics teachers workshop to adapt or develop instructional materials free of sex bias. 1.1.3 By June 6, 1975 two workshops each two days in length will be conducted for the purpose of eliminating sex bias in teacher selected home economics instructional materials. 1.1.3.1 One workshop will be conducted for home economics teachers in Yuma, Az. 1.1.3.2 One workshop for home economics teachers will be conducted in Globe, Az. 1.1.4 Upon completion of the two workshops, the project staff will review, edit, duplicate, and disseminate to workshop participants home economics instructional materials in which sex bias has been eliminated.	

PLAN FOR IMPLEMENTATION

L.E.A. Tucson High School District #1 Occupational Area: Across the Board

Program Goal: (1) Curriculum and promotional materials for occupational education will comply with the acts concerned with equal opportunities for both sexes. (2) Proposals for vocational education for FY 1976 will be formulated and will provide for equal opportunities for both sexes.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 At the end of two-day workshop, a representative committee of occupational teachers and administrators will have made revisions in curriculum and promotional materials that need revision to comply with equal opportunities for both sexes.	1.1.1 A proposal of our plan of action to eliminate sexism in occupational education will be written and submitted for approval. 1.1.2 On notification of approval, a representative group will be nominated and selected. 1.1.3 Place, time, and agenda will be formalized. 1.1.4 Participants will be notified of selection and for bringing materials for study and review. 1.1.5 Arrangements for released time and payment for substitutes needed will be made. 1.1.6 Federal acts against sex discrimination will be reviewed. 1.1.7 Materials will be reviewed and modified. 1.1.8 A suggested "position paper" for occupational education programs will be formulated.	
2.1 At the end of the two-day local workshop, a representative committee of occupational teachers and administrators will plan the vocational proposals for FY 1976 and will make provisions for equal opportunities for both sexes.	2.1.1 Review of Hargrave's Plan for writing proposals. 2.1.2 Hints for writing proposals will be presented. 2.1.3 Categories of funding will be explained. 2.1.4 Proposal forms will be explained. 2.1.5 All participants will work on entitlement proposal. 2.1.6 The second day committees will be divided into special programs of their concern. 2.1.7 Proposals will be presented to Advisory Committee.	

PLAN FOR IMPLEMENTATION

L.E.A. Gila, Graham & Greenlee Counties Occupational Area: Across the Board

Program Goal: To expose LEA's personnel to sex bias in vocational education

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 At the end of the clinic the participants will be able to identify major problems facing women in the work force.	1.1.1 LEA in Gila, Graham & Greenlee counties will be contacted to participate in the clinic. 1.1.2 Presentations will be given on the problems facing women in the work force.	1.1.1.1 Pre & post tests will be given to participants.
1.2 At the end of the clinic participants will develop course units that can be used by several vocational areas where both sexes are integrated into the experience.	1.2.1 Participants will work to complete units or course outlines.	1.2.1.1 The units and outlines will be submitted at the end of the clinic.

PLAN FOR IMPLEMENTATION

L.E.A. San Simon Schools Occupational Area: Across the Board

Program Goal: To develop work exploration and work experience units or course outlines where both sexes are integrated into the experiences.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 To provide on-school site experience for both sexes, either actual or simulated or both, in occupational areas.	1.1.1 Initiate a work experience project at the junior high level, such as: construction of concrete tables and benches for the student patio area. 1.1.2 Organize a simulated construction company with a change in the stereotyped roles, such as: a woman boss and a man recorder. 1.1.3 Integrate all phases of an actual job contract; i.e., paperwork on costs, drawings on benches and tables, cement mixing, and actual construction. 1.1.4 Switch roles and jobs during the course of the project.	Evaluate the project upon completion bases on three factors: 1. Finished product 2. Role identification 3. Student attitudes

PLAN FOR IMPLEMENTATION

L.E.A. Snowflake Union High School District Occupational Area: Across the Board

Program Goal: To develop a spectrum of short courses on occupational careers with an emphasis upon competencies and opportunities without regard for gender, race, or ethnic tradition.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 The school and community will participate in course identification and planning as indicated by their submission of specific constructs by 1/20/75.	1.1.1 Principals will meet with vocational faculty by 11/1/74.	
1.2 District curriculum committee will inculcate constructs into curriculum syllabus by 2/15/75.	1.2.1 Vocational faculty will conduct two vocational advisory committee meetings in each discipline by January 1, and obtain suggested constructs for a short course program.	
1.3 Students will be provided course information as indicated by its inclusion in pre-enrollment course listings for 1975.	1.2.2 Vocational chairmen will refine and collate constructs and submit final draft to principal by January 1, 1975.	
1.4 Short course offerings will begin as indicated by enrollment of 50% of 9th graders in fall semester, 1975.		

PLAN FOR IMPLEMENTATION

L.E.A. Amphitheater - Flowing Wells School Districts Occupational Area: Across the Board

Program Goal: To develop an awareness for both sexes in the area of occupations to be integrated into the high school curriculum.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 At the end of the one day local clinic, the participants will be able to integrate information or guidelines into their classroom activities.	1.1.1 Schools within the two districts will be contacted to invite participants from all areas of education. 1.1.2 A short presentation will be given on men and women in occupational education. 1.1.3 An effort will be initiated to invite competent male and female guest speakers from the community.	1.1.1.1 Various comments from the participants of the local clinic will be consolidated into a report to be submitted to Dr. Barkley and the advisory committee for the E.P.D.A. Project. 1.1.1.2 Personal comments and recommendations will be made by the director of the local clinic for future clinics.

PLAN FOR IMPLEMENTATION

L.E.A. Central Maricopa Careers Project Occupational Area: Across the Board

Program Goal: To develop a program in industrial arts and home economics giving exposure to 7th and 8th grade students of both sexes.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 At the end of the two day clinic, a model program will be devised where 7th and 8th grade students of both sexes will be integrated into home economics and industrial arts.	1.1.1 One administrator, the home economics instructor, the industrial arts instructor, and one parent from each school will be invited to participate in the clinic.	
	1.1.2 A short presentation on sterotyping of sexes by occupations.	
	1.1.3 A group panel - one representative from industrial arts, home economics, administration and parents. The panel will field questions from the participants concerning integrating of 7th and 8th grade students into home economics and industrial arts classes.	
	1.1.4 Participants will work two days to complete model program.	1.1.4.1 The model program will be submitted to Dr. Margaret Barkley and the Advisory Council for EPDA project. 1.1.4.2 The participants will do an evaluation form of the clinic prepared by the director.

PLAN FOR IMPLEMENTATION

L.E.A. Douglas Public Schools and Bisbee Public Schools Occupational Area: Across the Board

Program Goal: To develop a public relations program to show occupational competency as the only basis for career choice.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 To make all school personnel aware of sex stereotyping as a form of discrimination.	1.1.1 Visit school board and explain how sex discrimination is fostered by the school and how we can begin to eliminate this trend.	1.1.1.1 Board makes some policy directed at eliminating discrimination.
	1.1.2 Wage a one woman war by making people aware of the inequity of treatment of the sexes.	
1.2 To inform textbook selection committees on the subtlety of sex discrimination.	1.2.1 Duplicate the information from McGraw-Hill Book Co. on Equal Treatment of the Sexes and pass out to textbook committee and others.	1.2.1.1 Participants respond verbally to information and recognition of fact that a problem exists.

PLAN FOR IMPLEMENTATION

L.E.A. Apache-Navajo Career Project Occupational Area: Across the Board

Program Goal: 1) To screen project media and add sexism criteria 2) Inform school administrators about "Women and the World of Work"

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 Non-biased teaching materials.	1.1.1 Develop new criteria for selecting materials	
	1.1.2 Change or cut biased materials.	
2.1 Hold workshop on sexism	2.1.1 Generate workshop.	
	2.1.2 Execute workshop.	

PLAN FOR IMPLEMENTATION

L.E.A. Phoenix Union High School System Occupational Area: Across the Board

Program Goal: To develop a public relations program, including materials, to show the relevancy of occupational courses for both males and females which may be distributed to students, parents and community members for interpretation and recruitment purposes.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 To make all school personnel aware of sex stereotyping and sexism, as a form of discrimination.	1.1.1 Apprise department chairperson, unit head, executive council how sex discrimination can be eliminated, modified or changed as necessary.	1.1.1.1 By response reaction and observation.
	1.1.2 Distribute "Guidelines for Equal Treatment of the Sexes" (McGraw-Hill Book Co. handout).	
	1.1.3 Plan strong public relations activity pertaining to non-sexist treatment of people.	
1.2 To inform textbook committees on the subtlety of sex discrimination.		

PLAN FOR IMPLEMENTATION

L.E.A. Parker High School — Occupational Area: Across the Board

Program Goal: 1) That the faculty become aware of a need for equal opportunity in vocational areas of training and employment. 2) Provide a skill for students which they can use after graduation. 3) Provide co-ed classes in vocational education geared to job training by the school year 75/76.

OBJECTIVES	ACTIVITIES	EVALUATION
1.1 Broaden curriculum for both boys and girls in vocational education geared to immediate employment or to further vocational training after high school.	1.1.1 Show film related to everyone in every occupation to the faculty in a district meeting. 1.1.2 Discuss how present curriculum fits the situation and how it can be strengthened to eliminate bias.	
2.1 Set up a public relations statement encouraging boys and girls to enroll in any class regardless of sex.	2.1.1 Write up a series of articles for the school paper both in subtle non-sexism and in direct encouragement to disregard sexism.	
3.1 Encourage students to investigate all careers without regard to sex.	3.1.1 Show by films that careers are co-ed and, therefore, classes should be co-ed. 3.1.2 Go through magazines and ads to discover sexist slants and determine how to overcome this.	
3.2 Encourage students to enroll in any vocational education class that they are interested in pursuing.	3.2.1 Counselors advise students of availability of classes during pre-registration.	

APPENDIX E

Letters From Participants

ARIZONA HERO CLUB

for HOME ECONOMICS RELATED OCCUPATIONS STUDENTS

Division of Vocational Education
1535 West Jefferson
Phoenix, Arizona 85007
Phone 271-5359

October 28, 1974

Dear Dr. Barkley,

I would sincerely like to thank you for inviting me to participate in your Clinic for Administrators of Women in Occupational Education.

I did not realize that there was so much sex discrimination within our educational system and our society. Now that I have been made aware I will certainly do all that I can to change this concept and help others to become aware of this problem as well.

I got a great deal out of this clinic as it relates directly to me and the HERO chapters that I work with. I will try to encourage the students to choose a career to their liking and ability regardless of it's "sex label" and express the importance of equal rights.

Sincerely,
Jo Lee DeFalco
State President

October 28, 1974

Dr. Margaret V. Barkley
Project Director and Professor of
Home Economics
Arizona State University
Tempe, Arizona

Dear Dr. Barkley:

I would like to thank you very much for giving me the opportunity to attend and participate in the Clinic on Administrator's of Women in Occupational Education 1974-75, held at Arizona State University on October 24-25. I went into the Clinic having a negative feeling on women's libbers and came out with a positive attitude on equal rights.

This was the second year that I have attended your clinics and I have been extremely impressed with the educational materials that were presented in a mere two days. I sincerely hope that another set of clinics will be held next year and that I may have the privilege of attending.

Thank you again.

Best wishes,

Richard J. Radigan

Richard J. Radigan
Student
Alhambra High School

Dr. Margaret Barkley
Home Economics Department
Arizona State University
Tempe, Ariz. 85281

Dear Dr. Barkley:

I would like to express my graditude for having the chance to attend the clinic on Women in Occupational Education. I thought it was very interesting and informative. I really enjoyed the whole presentation.

In my opinion, you did a fine job in running the clinic. I really learned something from it. If at all possible, I would like to attend another clinic next year.

In closing, I would like to thank you and Dr. Wooldridge for such an interesting presentation.

Sincerely,

Tim Ljunggren

AMPHITHEATER PUBLIC SCHOOLS

CANYON DEL ORO **SENIOR HIGH SCHOOL**

Richard Wilson, Principal
Pat Lennan, Assistant Principal
John Ritchie, Dean of Students

Canyon del Oro
MÁS ALLÁ
25 West Calle Concordia
Tucson, Arizona 85705

Mailing Address:
125 East Prince Road
Telephone: 297-1136
Area Code: 602

October 14, 1974

Dr. Margaret V. Barkley
Project Director
Women in Occupational Education
Arizona State University
Tempe, AZ

Dear Dr. Barkley:

I had the pleasure of attending your Clinic for Administrators of Women in Occupational Education held at the University of Arizona on October 10-11, 1974.

I wish to commend you on the excellent Conference - without a doubt, that was the best Conference I have attended in the past several years. It was interesting, informative, had outstanding guest speakers and most of all, adhered to the principles of time management.

I certainly would like the opportunity to attend any Conference that you are in charge of in the future.

Again, my congratulation on your outstanding Conference!

Sincerely,

Barbara Greenway

Mrs. Barbara Greenway
Teacher-Coordinator
Cooperative Office Education

ld

TUCSON PUBLIC SCHOOLS
ROBERT D. MORROW EDUCATION CENTER
P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

October 15, 1974

Dr. Margaret Barkley, Project Director
Clinics for Administrators of Women
in Occupational Education
Head, Department of Homemaking
Arizona State University
Tempe, Arizona 85281

Saludos Dr. Barkley:

Congratulations and thanks to you, Dr. Robert Kerwood, Dr. Doris Manning, and to all the members of the committee who were responsible for planning and conducting a most outstanding "Clinic for Administrators of Women in Occupational Education." The topic was certainly timely and one that is of concern to all of us in education.

The format providing for the excellent panels of students, parents, and community leaders was most informative. The presentations by Eugene Dorr, Associate Superintendent of Career and Director of Vocational Education; Dr. Mary Ellis, President of the American Vocational Association; and Mrs. Diane McCarthy, State Representative for District #16 were very effective in providing all the participants information regarding the major Federal and State laws. They also helped us to identify some of the problems and restraints, and to initiate a local program of action.

The large number of participants that were present until the clinic was complete was certainly evidence of the quality of the clinic.

Again, thanks for all your help and for inviting me and other members of School District #1 to participate in this clinic.

Sincerely,

Louis J. Bazzetta

Louis J. Bazzetta, Director
Career and Occupational Education

cc: Dr. Robert Kerwood, Director of Professional Development
Arizona Department of Education

Dr. Doris Manning, Chairman, Department of Home Economics
University of Arizona

Dr. Mary Ellis, President of the A.V.A.

Mr. Eugene Dorr, Associate Supt. for Career Ed.
Arizona Department of Education

SCOTTSDALE COMMUNITY COLLEGE

Pima and Chaparral Roads, P. O. Box Y
SCOTTSDALE, ARIZONA 85252

COUNSELING SERVICES

Telephone (602) 947-5401

October 18, 1974

Dr. Margaret Barkley
Professor of Home Ec.
Arizona State University
Tempe, Arizona

Dear Dr. Barkley

Just a note to express to you my appreciation at being a part of your exciting clinic in Tucson last week! It was truly an interesting and productive workshop. One of the outstanding features, to me, was its motivating climate and its expert planning. You are to be commended.

Dr. Ellis, of course, was outstanding and her comments were rich in new information. The task force groups were most helpful, and I came away with some definite goals and activities to be started here at Scottsdale Community College.

At the moment, I am in the process of obtaining administrative approval for the course. I intend to write and will apply for funding as soon as I get the O.K. from here!

Again, may I repeat that this was an unusual workshop in that it "led somewhere"; it wasn't just a "stimulator" with no planning for local action when it was over!

Sincerely,

Helen (X). Johnson

Helen Johnson

HJ:jec

Frank H. Anderson · Principal

A UNIT OF THE PHOENIX UNION HIGH SCHOOL SYSTEM

GERALD S. DeGROW · Superintendent

4525 N. CENTRAL · PHOENIX, ARIZONA 85012

16 October 1974

Dr. Margaret V. Barkley, Project Director
Women in Occupational Education
Arizona State University
Tempe, AZ

Dear Dr. Barkley:

Thank you for having extended invitation for me to attend the clinic concerning Occupational Education in Tucson last week. I agree that the topic is a very important one in today's society, and as you may have heard, the year 1975 is "The Year of the Woman."

I enjoyed all the sessions and the manner in which they were well-organized, thanks to you and Dr. Kerwood. I hope I have the opportunity to attend follow-ups at a later date.

Again, congratulations for a well-planned educational experience.

Very truly yours,

John B. Caceletto

John B. Caceletto, Chairman
Business Education Department

km

TUCSON PUBLIC SCHOOLS
ROBERT D. MORROW EDUCATION CENTER
P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717
October 14, 1974

Dr. Margaret V. Barkley
EDPA Project Director
Department of Home Economics
Arizona State University
Tempe, Arizona 85281

Dear Dr. Barkley:

More points on the scoreboard for the team of Barkley, Kerwood, and associates! You people scored again in the planning and execution of the "Clinic for Administrators of Women in Occupational Education" held last week at the University of Arizona. I hope the Wildcats do that well each week on the football field.

In my judgment, you set reasonable objectives for the Clinic and achieved them very well. The entire program was interesting. I was especially impressed with the presentations by Dr. Ellis and Mrs. McCarthy, both knowledgeable and charming people.

This is a suggestion I have for possible improvement: Would it have been possible to "brief" the student panel members on their comments, etc.? I know the time factor is a problem.

I will look forward to the follow-up clinic.

Sincerely yours,

Hugo

Hugo Klann
Coordinator of Cooperative Education

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF AGRICULTURE
SCHOOL OF HOME ECONOMICS

October 22, 1974

Dr. Margaret Barkley
Home Economics Department
Arizona State University
Tempe, AZ 85281

Dear Margaret:

The Clinic for Administrators of Women in Occupational Education on the University of Arizona campus October 10-11, 1974 was excellent. Dr. Mary Ellis was a highlight! Both the parents and students panels served to keep in touch with educators' most important clients. We have high expectations for the follow-up activities at the local level. We look forward to working with you again next year as such clinics serve the participants needs very well.

Thanks again for a job well done!

Sincerely,

Shirley H. Taylor
Project Teacher Educator

cc: Dr. Elizabeth Monts

SHT:bh

APPENDIX F

Photographs from Clinics

Dr. Mary Ellis
Director of Technical Education Research Center in Washington D. C. and 1974-1975 President, American Vocational Association and American Technical Society

The Honorable Diane McCarthy
Representative from District #16

APPENDIX G

Local Clinics

Tucson District #1

POSITION PAPER

The occupational programs of the Tucson Public Schools will be in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Act of 1972 by providing equal opportunities for all students, regardless of sex. In order to implement this, a positive, affirmative action is adopted. This requires that:

(1) All students are to be treated as individuals, regardless of sex.

(2) Beginning occupational classes will be open to all students.

(3) All students meeting the prerequisities may enroll in advanced occupational classes.

(4) Awareness of careers should exclude subtle or open labeling of careers as to sex. All career clusters should provide opportunities for both sexes.

(5) Students should have equal opportunity to discover their abilities and limitations, rather than be stereotyped by sex differences.

(6) Neither sex should be stereotyped or arbitrarily assigned to leading roles or secondary roles in a career ladder.

(7) Guidance and counseling should emphasize equal opportunities in all career areas for all students.

(8) All curriculum and promotional materials should depict both sexes participating in all kinds of work.

(9) Work Education Programs will not discriminate on the basis of sex.

(10) Student organizations in Occupational Education will be open to all qualified students.

(11) Public relations concerning Occupational Education will stress availability of all courses for all students.

(12) The policy of equal enrollment opportunity, as in occupational programs, for all students should be known and adopted by the schools in District #1.

(13) Parents and students should develop a positive attitude of acceptance toward the changing role of men and women in careers.

(14) Communicate to the business and industrial community the position of the Tucson Public Schools regarding eliminating of sex discrimination in occupational programs.

(15) All staff members in Occupational Education will be selected on qualifications.

Results of Evaluation of Local Workshop Tucson District #1

QUESTIONNAIRE FOR ALL PARTICIPANTS

All workshops that receive vocational funds must have some form of evaluation. Your cooperation will be appreciated.

Please enclose in a circle your answer to questions 1-4:

1. The objectives of the workshop were explained — Poorly — Well — Very Well
   * Number of responses: 3 18 20
2. The workshop was to me of — No value — Little value — Great value
   * Number of responses: 0 9 32
3. Did you have opportunity for input into proposals?

   * Number of responses: Very limited 0 — Limited 4 — Much 37
4. How well did you feel the objectives of the workshop were accomplished:

   * Number of responses: Poorly 0 — Fair 3 — Well 38
5. State briefly what did you think were the strong points of the workshop.

   NOTE: The 3 who marked question #1 "poorly" marked #4 "well."

   See attached list.

6. State briefly what suggestions can you make for improvement.

   See attached list.

..... OPPORTUNITIES FOR

WOMEN

A community service program designed to increase awareness of the changing sex roles in occupations and professions will be held Saturday, April 26, from 8:30 a.m. to 4:00 p.m. at Arizona Western College. This important program is being sponsored jointly by the Cooperative Extention Service of the University of Arizona and Arizona Western College.

We believe that members of your organization are interested in, and can profit from, this program, which will take the form of a film festival and seminar. We urge you to let them know about the program, and gather more information about it as plans become more finalized.

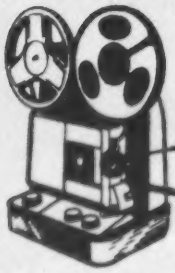
Limited child care for children from 3 to 7 years of age will be available at the AWC Child Development Center. Reservations must be made by April 23.

Reservation forms for your members are enclosed. We are asking that these forms be used in order for us to make adequate arrangements. For further information, please call Dee Davis at 726-1000, extension 214, or Barbie Barone at 782-2240.

Yours for more awareness,

Barbie Barone
Community Development Specialist
Cooperative Extension Service
University of Arizona

Wm. J. Sims, Director
Institutional Services
Arizona Western College



awareness

a film festival for all persons on changing sex roles in occupations and professions

..... OPPORTUNITIES FOR WOMEN

REGISTRATION AND COFFEE 8:30AM
PROGRAM 9:00AM-3:45PM
OLD CAFETERIA, AWC CAMPUS

saturday, april 26, 1975

TRANSPORTATION
AN AWC BUS WILL LEAVE THE CAREER CENTER, 2098 SO. 3RD AVENUE AT 8:15AM.
CAR POOLS MAY BE FORMED AT THE CAREER CENTER.

CHILD CARE
ARRANGEMENTS FOR CHILDREN 3-7 YEARS OF AGE MUST BE MADE BEFORE APRIL 23RD.

CALL THE DIRECTOR OF THE CHILD DEVELOPMENT CENTER, 726-1000, EXT 216.

LUNCH
BRING A BROWNBAG LUNCH OR YOU MAY USE THE COLLEGE UNION SNACK BAR.

PRE-REGISTRATION INFORMATION

YES I'D LIKE TO ATTEND THE AWARENESS FILM FESTIVAL

NAME_____

PHONE_____

A COMMUNITY SERVICE PROGRAM

SPONSORED BY THE UNIVERSITY OF ARIZONA AND ARIZONA WESTERN COLLEGE